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ABSTRACT

The publication includes 47 selected readings for camp directors who are interested in reviewing the current status of the profession and who want to be a part of shaping its future. The articles, selected from periodicals directly related to camping and, where appropriate, from related journals, were selected and organized to support the American Camping Association's (ACA's) Camp Director Education Curriculum. Because of the comprehensiveness of the curriculum, only articles that received the highest ratings are included, and thus, not all objectives are addressed in this publication. The publication is organized in six sections: (1) Philosophic Foundations and Considerations; (2) Life Span Development; (3) Administration and Organization; (4) The Camp Program; (5) Programs for Handicapped Campers; and (6) A View to the Future. Each section is prefaced by an interview with a knowledgeable and experienced professional, e.g., Judith Myers, Mary Faeth Chenery, Stuart Mace, Nannette Enloe, Jan Adams, Gary Robb, and Armand B. Ball. Their comments give the reader an added dimension and distinctive insight into the six subject areas. Also, to help focus the material on the ACA curriculum, discussion questions and additional resources are included at the end of each section. (Author/NQA)

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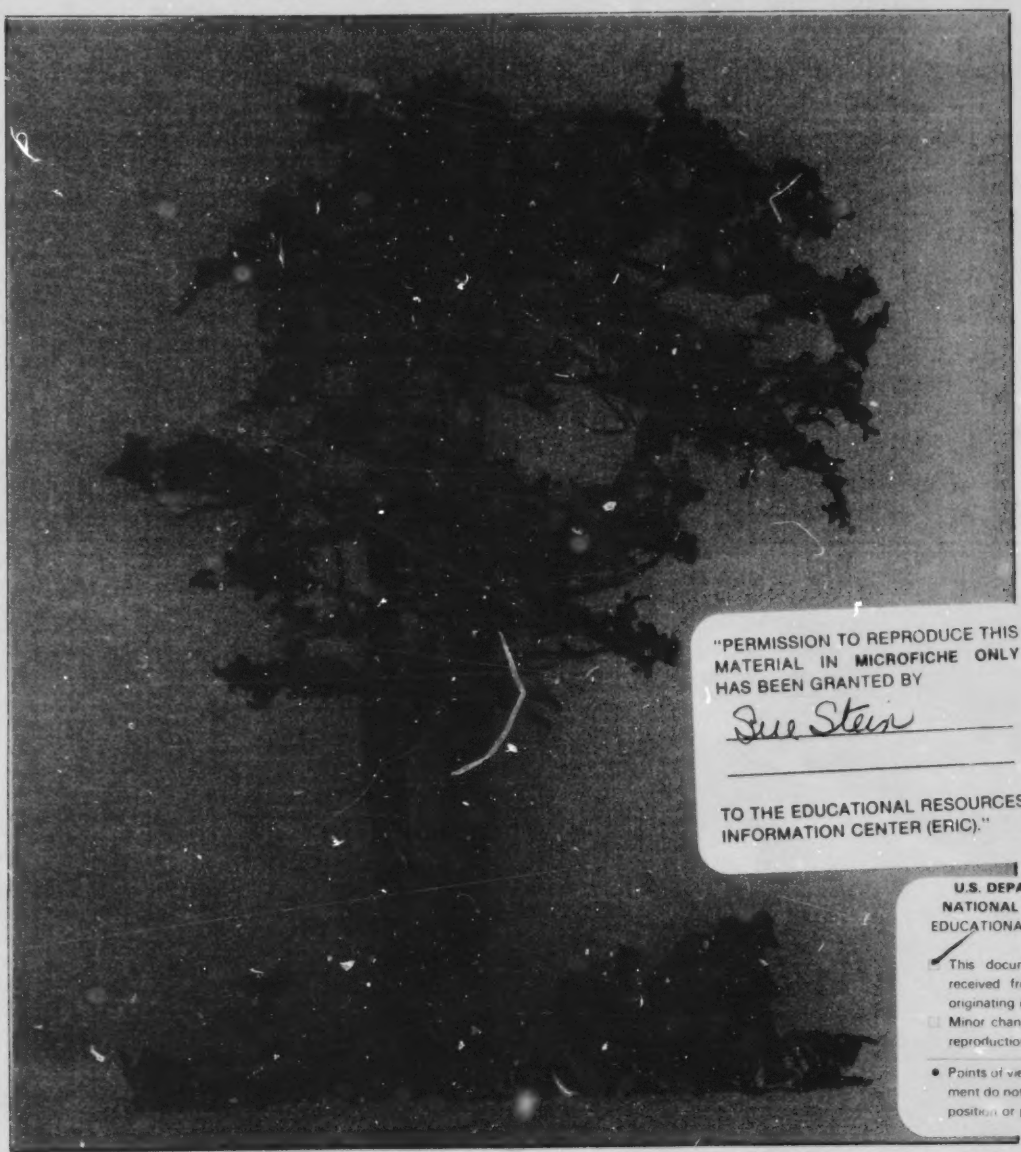
Perspectives on Camp Administration

Readings for Camp Director Education



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Perspectives on Camp Administration

Readings for Camp Director Education

Dr. Elizabeth Farley, Editor

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Offier, 1979-1981**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer, 1981-1982

Martha B. Bokee, Division of Personnel Preparation,
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—"Should Every Handicapped Person Have a Camping Experience"
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To artist Rocky Oliver for the artwork on the cover and section title drawings.

"If you can waste an afternoon profitably,
you have learned how to live."

—PROVERB

Introduction

Perspectives on Camp Administration is a book of selected readings for camp directors who are interested in reviewing the current status of the profession and who want to be a part of shaping its future.

The articles included in this publication were selected from periodicals directly related to camping; however, where appropriate, articles from related journals have been included. The articles were selected and organized to support the American Camping Association's Camp Director Education Curriculum. Because of the comprehensiveness of the curriculum, only articles that received the highest ratings were included, and thus, not all objectives have been addressed in this publication.

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The editor hopes this publication will serve to enhance camp director education programs and pose significant questions for the future growth of organized camping.

This book is dedicated to William A. Hillman, who, over the years, has worked aggressively and untiringly to improve handicapped children's leisure opportunities.

Section I
Philosophic Foundations and Considerations

This section of the book of readings should be used with units four and eight of the "Camp Director Education Curriculum Guide." Because of the length of material and the availability of texts on the history of organized camping, only one article has been included. However, Dr. Judith Myers, Associate Professor, George Williams College, and past chairperson of the American Camping Association National Leadership Certification Board, who has extensive knowledge and interests in the history of organized camping, was interviewed to give selected information in this area.

QUESTION 1. *You have had the opportunity to work with Eleanor Eells on her memoirs of organized camping. What are some of the most significant and interesting things you have discovered through your conversations about the founding of organized camping?*

Myers: "The controversy on who started organized camping, Gunn or Balch, is interesting; but more interesting is that both men started programs for similar reasons. They were both concerned with providing constructive, outdoor activity for older boys during the summer to counteract the unwholesome social influences of industrial New England during the 1860s. The programs that began during 1861-70 were developed for boys; it was not until after 1900 that organized camps were begun for girls.

"It is also interesting to note that the founders of the first organized camps were successful professionals in their own right. They were doctors, educators, and ministers. They were professionals who had gained the trust and confidence of parents and the public. Of significance, they were acting very individually. One did not know about the other; the idea and development of organized camps was a new experience for each.

"Finally, I would like to mention their ideas on professionalism were keen and perceptive. Camp directors were critical of camp programs starting without knowledgeable and experienced leaders. They saw a need for training staff and camp directors and saw a need, in conjunction with the YMCA, to share common concerns by establishing a professional association, the Camp Directors Association of America."

QUESTION 2. *When reviewing the history of organized camping, what trends or cycles can be identified?*

Myers: "I like to think more in terms of cycles than trends. The cycles center on two themes: individualism and cooperation. As mentioned previously, the organized camping movement was started by individuals who were not even aware that other similar programs were in existence. However, because of a felt need to develop standards of operation, especially in the areas of health and safety, and to provide opportunities for professional growth, a new cycle emerged. It was a cycle where cooperative efforts were necessary if mutual goals were to be achieved and if government regulations were to reflect the wants and needs of the industry. Individualism in terms of the purpose of varied camping operations has been retained in various levels throughout the past century. The camping movement has focused on providing opportunities that require special skill, knowledge, areas, and facilities. The attention focused on programs involving special populations and high adventure have helped organized camping grow; however, with the economy tightening and federal dollars diminishing, I feel a greater understanding in dealing with our consumers, who have high expectations and demand more for their money, will prompt us to work more cooperatively, again."

QUESTION 3. *How does knowing the history of organized camping aid camp directors in developing a philosophy to run a camp?*

Myers: "Knowing history gives camp directors two things: 1) A foundation of goals and outcomes that can be attributed to the camping experience across time, and 2) A record on how camps and camp directors in the past have utilized camp programs to implement goals. The lack of knowledge based on such research means that we must rely more heavily on what camp directors have said and done in the past. 'If you know where you come from, you won't make as many mistakes in the future, and we can benefit from the work of others.' Also, curiosity, we want to know about the camping movement and our roots."

QUESTION 4. *In recent years, the importance of making objectives more specific has been emphasized. Do you believe this is resulting in better programs?*

Myers: "I like to think it is. It has been emphasized in camp director institutes, research and training projects, and Standards, and it has been emphasized in such a way that made camp directors practice and use their skill in writing more specific objectives. More specific objectives helps us measure what we are doing and helps us articulate this to the consumer."

QUESTION 5. *In closing, do you believe camp professionals are doing enough to inform the public of the value of camping?*

Myers: "No, but I think we have a hard time going beyond the mystique of camping. To explain the value of camping is somewhat ambiguous, a hard to measure commodity, but the public wants a succinct, simple, tangible product. The problem becomes: how can we market a promise? How can we tell consumers what we do when it can't be seen?

"I believe we must know more about what we are doing, but in measurable terms. It is important to articulate what we are doing, to take out those things that do not measure up, and to eliminate those things that are in conflict. We need to learn more about marketing. We need to find out more about our campers' needs, structure programs around their needs, and then, market the programs. Camp directors have expressed this concern; now, we are ready for action."

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Section I

The Values of Camping

Reynold E. Carlson

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Every social movement must from time to time reassess its purposes, consider its place in a changing world, and examine the values which it is presumed to offer. So it is with the camping movement.

"Why send my child to camp?" is a question posed by many parents when faced with the cost of camp and the availability of many alternative experiences for the young at home and in the local community. "Why go to camp?" is a parallel question asked by young people themselves when they consider a variety of other choices. Should educational, recreational, religious, and social agencies put their time, money, and energy into the provision of camping experiences? Why should private individuals and associations also work for camping for youth? Is there any benefit to society as a whole from camping? Do camps have any special or unique qualities that justify their existence?

The answers to these questions depend upon the values that may emerge from good camping experiences.

That something "good" happens to children in the "good" camp is an assumption made, not only by camp leaders, but even more often by parents and campers themselves. It is often difficult to explain what this "good" may be. It is even more difficult to categorize and to subject to scientific inquiry the values that can come from camping. The "good" eludes laboratory dissection. The great variety in camps—in their leadership, purposes, settings, and programs—makes it impossible to cover the value potentials of camping with blanket statements. What may be expected depends upon the individual camp, and even its value varies markedly from camper to camper.

It is essential to recognize that, if a camp can influence learning and behavior patterns, it is not necessarily true that only desirable patterns may emerge from the experience of camping. It is doubtful that all children can profit from camping, and it is important that those who do go to camp attend one chosen to meet their particular needs. The lack of consideration by parents in selecting a camp to suit their child is disturbing to observers of camping. The common assumption that camps are alike or that if certain groups or persons operate a camp it must be all right is careless or even dangerous. There is need for better communication between parents and camp administrators so that the right camp can be selected for a particular child and so that the camp administrator may understand the expectations of the parents.

Should every child, then, go to camp? No, but the opportunity to go should be available to everyone. There is sufficient testimony from former campers, parents, and qualified observers to support the view that camping is of value to many—maybe most—children and to justify making the experience available to all.

Parents often give camps credit for dramatic changes in their children's behavior. Sometimes, however, parents have unreasonable expectations and look for changes that are beyond possibility in the short camp period. Some progress can usually be made in behavior, learning particular skills, developing status within the group, making friends, learning personal care, learning to like the out-of-doors, and so on.

Even more important, recognition of values comes sometimes from campers many years after they have attended camp. Looking back often places events in better perspective. It is significant to notice how many parents who have gone to camp themselves want camping for their children. Some of the old established camps of today are almost filled by the children of former campers.

Some former campers go so far as to say that their life directions were turned around because of childhood camp experiences. We recognize that there may have been other factors involved, but the conviction of the former campers themselves is good evidence that something important happened to them in camp.

In the following pages we shall explore the camp setting as a means of securing desirable outcomes and shall consider the assessments of qualified observers.

Camping and the American Heritage

Organized camping is part of the American heritage. Camps began to develop in the United States over a century ago to provide experiences related to the environment and to our historic past different from experiences offered by other educational media. The romanticized stories of the westward movement—of explorers, Indians, pioneers, and cowboys—cast their spell on the new movement and many camps kept alive these themes from American history.

During the early 1900s, with many rural families crowding into the cities, camping grew rapidly. Perhaps parents who themselves had their roots in the soil felt that their city-born children needed the contacts with the basics of life that had been common on the farm. A further influence in the expansion of camping lay in the widespread conviction that the camp was one of the finest settings possible for character development or for the indoctrinization of particular points of view. Educators and psychologists joined in praise of this innovative and effective means of education. As a result, practically all agencies dealing with children enthusiastically adopted camps as part of their programs. Religious organizations saw in camping an ideal educational setting in which to propagate their faiths. Many private camps were established, and parents found that these camps helped to develop desirable physical, mental, social, and spiritual qualities while appealing to their children as centers for exciting outdoor experiences.

Specialized camps were founded for those who wished to concentrate on woodcraft, music, art, sports, or other interests. Camps for the handicapped, the emotionally disturbed, or the financially deprived also appeared.

Camping did not grow without growing pains. Leaders in camping through the years endeavored to improve camping practices and ensure the quality of camps by developing

Dr. Reynold E. Carlson is professor emeritus of recreation and former chairman of the Department of Recreation and Park Administration at Indiana University.

standards, first in areas of health and safety and later in all aspects of camping. Their recognition of the vital importance of trained leaders led to the expansion and improvement of counselor education and to the professionalization of the role of the camp director. Legal restrictions were placed on camps to improve their operation.

Recent concerns for the disadvantaged and desires for intercultural contacts brought new emphases to many camps. Also, increased emphasis on understanding and wise use of the environment became an important aspect of camping. Regard for the environment goes beyond knowledge to action that can result in better care of not only our immediate surroundings but the resources upon which the quality of American life depends.

Today more than eight million children attend more than 11,000 camps each year. Although this number means that less than half of the children of America attend camp even once, it still indicates the wide acceptance of camping by parents and society. In many homes camping is looked upon as a necessary part of the process of growing up, an experience in which children learn to live away from home, care for themselves, think for themselves, work and play with their peers, and use skills that differ from those used at home and school.

The typical camp which today's children attend is a community of young people with selected leaders, living together in small groups outdoors and participating in a program based on their interests and needs. There is usually at least one leader to eight campers. Camp sessions last from one week to several weeks.

Education is not regarded solely as the prerogative of the schools but as the sum total of life experiences, whether at home, school, work, play or in the many group associations available to youth. Camp as an educational institution has a unique aspect in that it is a total community in itself, a 24-hour-a-day adventure outdoors organized for the benefit and joy of childhood.

Goals of Camping

In some camps, counselors spend several days of pre-camp training participating in the kinds of activities that campers themselves will be engaged in later. Counselors then discuss the values that these experiences may have in the lives of campers. Of what value is this campfire program, that morning hike, the group planning, the canoeing, the swimming? Frequently mentioned are such benefits as improving skills, getting acquainted with the natural environment, learning how to plan and work together and to express oneself and improve one's health. Counselors learn that they must not become so engrossed in the activities themselves that they forget the children.

Camps are not just activity programs. Standards of the American Camping Association specify that camps should have well-defined goals and should plan programs with these goals in mind. Camps place different emphases upon particular goals, depending upon their leadership, the camp director's philosophy, the sponsorship, and such practical limitations as the budget and the site available. Church camps may place particular stress upon spiritual values. Others may give attention to certain skills. Many youth agencies regard camp as a place for attaining their particular goals.

The following are goals toward which most camp activities are directed:

1) *Learning to live outdoors and become acquainted with the outdoor environment.* Children should learn to feel at home in the outdoors and feel they can help in the preservation and improvement of their surroundings.
2) *Experiencing individual growth and development.* Camp should offer children a chance to discover their own potentialities, to exercise their personal initiative, and to earn respect for what they do as individuals.
3) *Learning to live and work together.* The small family group, with its opportunities for give-and-take, for planning with others, for building friendships, and for finding one's own place within a social group, contributes greatly toward this goal.
4) *Practicing health and safety.* Camps offer numerous situations requiring the use of safety skills and the practice of good personal health habits. Camp is a place for practicing rather than just talking about health and safety.
5) *Developing new skills and interests and perfecting old ones.* Many of the camp activities have a high carryover value into later years. The outdoor-related skills and the understanding of the care of the environment in using these skills will have increasing importance as the American people take to the outdoors in greater numbers in their leisure. It must be remembered that life is of one piece and cannot always be separated into the categories we often use. The aesthetics of living involve individual expression through many forms of speech, writing, reading, music, and art. Creative expression is easily reached in a simple camp setting.
6) *Developing spiritual meanings and values.* A whole area of appreciations and concern for others can be opened through camping. Many of these insights are caught as well as taught.
7) *Enjoying a recreational experience.* Permeating all the camp activities and related to the other objectives in the aura of enjoyment of the camp for itself.

Goals are never achieved in whole, but it is in their pursuit that life attains meaning.

Camping in Today's World

Since urbanization, industrialization, and accompanying changes in home life influenced the growth of organized camping in the early part of the century, it is reasonable to ask if the upheavals in modern society have affected the need for camping. Affluence, mobility, population density, racial and cultural cleavages, and alterations in family life, schools, and other social institutions all create a climate for growing up that would be unrecognizable to yesterday's children. Do these influences mean that camp is less needed today than in the 1920s? Do camps themselves need to evolve and are they doing so to meet current needs? Are other experiences in the community meeting the need for camp? To the first and third questions the answer might be a qualified "No." To the second the reply is that change is essential and that there is evidence that many camps are adapting their programs to meet new needs. Experimentation and evaluation are the essentials of ongoing success.

Organized Camping and the Needs of Youth

Society has created many institutions to meet the needs of youth—schools, youth agencies, playgrounds, community centers, and religious organizations—to mention only the most evident. The home, of course, should be the primary setting in which the needs of youth are satisfied.

Food, shelter, rest, and exercise are the basic physical needs that must be met if a child is to grow normally. Equally essential are certain psychological needs, such as the needs for love, recognition, security, and escape from boredom, which are fulfilled in various degrees by home and society. Other needs concern relationships with peers and adults, friends, and the development of a sense of belonging. Modern society is so complex and the influences bearing on

children so varied that some of the needs of children are not intrinsic but are the result of the social climate in which the children grow. The child from the suburbs or the affluent home may have some needs quite different from those of the ghetto child. The city child may feel needs quite foreign to the rural child, and the physically competent child may never know some of the needs of the handicapped child.

In the camp milieu there is the opportunity to serve some of the needs of young people in an intensely personal way and to make contributions beyond those possible in the community and home. The good camp regards the child as an individual and tries to meet the needs that it is particularly well-equipped to serve.

Physical needs are served well in most camps. Nutritious and well-balanced meals, adequate rest, shelter, and exercise are usually high on the list of priorities. A nurse is commonly a member of the camp staff. The safety and health of campers are prime concerns. The 24-hour-a-day living situation provides numerous occasions for acquainting campers with good practices in personal care, cleanliness, and diet.

The small living group and the close relations of counselors to campers offer special opportunities for meeting individual and personal needs. With the sincere interest of an adult in the camper, recognition for achievement does not go ignored, the satisfactions of engaging in adventurous and challenging activities can be achieved, a sense of security can be built, and new skills can be learned.

The camp community, and particularly the small peer group with the counselor, opens pathways to very special helps. Getting along with others, participating in group decision-making, working, playing, and learning with others—some of whom may be from different cultural and racial backgrounds—are areas in which camps may help campers improve their behavior.

The following are some of the needs of youth in which camps can be especially helpful. These are needs that emerge from the cultural backgrounds of most children:

—Need for experiences that provide a balanced understanding of rural, urban, and outdoor living.
—Need to learn through direct experience.
—Need to develop a feeling about the universe and man's place in it.
—Need for freedom from the pressures of urban society.
—Need to know and associate with people from different social levels, races, and cultures.
—Need to escape from the artificiality of city living to a simpler living style.
—Need to live in a community with a concern for basic moral and ethical values.
—Need for freedom to play, explore, act, sing, and create.
—Need to accept responsibility for personal and group action
—Need to live in an atmosphere of honesty and frankness.
—Need to be exposed to a natural environment of harmony and beauty.
—Need to have aspirations raised, particularly for youth from disadvantaged backgrounds.
—Need to have the opportunity to fail and to accept the consequences of failure.
—Need to accept change.
—Need to begin to develop independence from parents.
—Need to play an active role in a peer group.
—Need to experiment.
—Need to play an active role in environmental improvement.

Camping as a Setting for Learning

For good or for ill the camp has intrinsic characteristics that make it a very potent setting for influencing behavior and for facilitating certain kinds of learning. These characteristics are considered in the following paragraphs:

The camp as an outdoor living community. Most young people find a strong appeal in getting away from the prosaics of home and community to go outdoors and participate in activities not easily provided by other institutions. The camp becomes a total community which provides food, shelter, human relationships, and self-occupation remote from outside influences. Because this community is outdoors and generally surrounded by natural beauty and a varied topography, there are abundant opportunities for adventurous activities that are very attractive to young people.

Small peer group. Most camps are so structured that the camper is a part of a family of his peers with a counselor. Living, playing, working, learning, and often worshipping with this small group require the camper to adjust to the group and yet maintain his or her individuality. This is American life in miniature, and the informal non-pressured camp setting can be an excellent introduction to social relationships. Camps generally arrange not only for group activities and group decisions but also for individual participation outside the group in activities of personal choice.

Association with adults. It is hard to visualize any place, except the good home, where the relationship between children is on a better footing than in the camp. The camp counselor is both the wise friend and the surrogate parent for a small group of eight, six, or even fewer campers. He participates with the campers in all their activities. Because the group is small, the situation informal, and the association not dependent on cognitive learning, it is possible for the counselor to make a strong personal impact on children. There is time to listen, time to observe, time to give individual attention when needed, and time to be part of a cohesive group that may profoundly affect behavior patterns.

The importance of the counselor cannot be overemphasized. His personality, concern, and understanding stamp themselves upon the camp experience. The image of adulthood that he presents may be carried by the camper for many years, and the counselor may become a near-hero to him.

Learning through direct experiences. The camp program is predicated upon providing first-hand experiences in doing and learning. Big muscle skills such as swimming, canoeing, hiking, and climbing, and other skills such as outdoor cooking, wilderness camping, carving, and sketching are all learned through direct experience. These skills are useful not just for present satisfactions but for activities in later life. In camp, children learn through experience how to get along with others, to adjust to a small group as well as the larger community of the camp, and to assume a share of work and responsibility for self-care. By direct experience with the environment, campers learn about that environment and its problems as well as how to care for it. Living with others and enjoying what the wide world of the out-of-doors has to offer are among the most important aspects of camp.

Adventure and inner satisfaction. Again and again, camping leaders have said, "Camping is education." Yes, it is education; but in the camper's mind it is fun and aventure, even though at times he must do things he does not especially enjoy, such as cleaning his living quarters, brushing his teeth, or combing his hair. The total experience should have an aura of enjoyment. The camp staff is disappointed if a camper goes home saying that he has not had a good time. Learning can be enjoyable, particularly when it involves doing things that have significance in day-to-day camp living.

Is the Potential of Camps Being Realized?

Theoretically, it would be hard to imagine a situation more fraught with possibilities for the growth of children than the camp. There are, however, many obstacles to the realization of these possibilities.

The nature of camping itself arouses some criticism. There are those who say that the isolation of the camp from the community produces an unnatural setting in which any carryover into the home community becomes an improbability. Others feel that the careful adult supervision and the closeness of group living in camp may stifle personal growth and initiative. Parents sometimes say, "Camp leaders don't seem to care what happens in camp as long as the children are busy and happy."

The validity of these criticisms depends in a large part on how the camp program is conducted. A recognition of the needs of children at particular age levels and a genuine desire to help the children grow along constructive paths may minimize these criticisms.

The brevity of the camp stay. The first days of a camp session are spent in getting acquainted and establishing relationships. The last day is needed in winding up camp and departing for home. A one-week session barely has time to get started. There has long been a desire to lengthen the average camp period in order to obtain greater effectiveness. We must not forget, however, that there may be an intensity in the experience not always felt in other settings. Since children live at camp, they have many more hours of experience than they would have in a similar number of days at school or at youth agency meetings.

Leadership limitations. Although most camp counselors are dedicated and competent young adults, their limitations must be recognized. Their education does not usually include learning how to live and work with children outdoors in small informal groups. The counselor's job is a taxing one, calling on all the patience, ingenuity, and past experience he can muster. Many a sincere adult cannot make the adjustment. Teaching in a classroom requires a particular kind of ability, but counseling in camp for 24 hours a day requires the best personal qualities as well as a knowledge of program skills and an understanding of children and their needs.

Variations in camp purposes. There are profound differences in the purposes of camps. Some camps are skill-oriented, while others are directed towards social or religious goals. Some are dedicated to the entertainment of children and others to the provision of work experiences. This diversity of goals is matched by a diversity of approaches used to attain these goals, a situation that immediately suggests the importance of the careful selection of camps for individual children.

The variations in goals and programs is both a weakness and a strength. Parents can select camps that direct their programs to the religious or cultural preference of the parents. Community agencies can carry on programs that meet their own needs. On the other hand, the word "camp" has come to have such vague connotations that there are difficulties in getting any unified approach to camp problems.

Lack of linkage. Camps are sometimes criticized as isolated experiences with no direct relationship to the community and other social institutions to which children belong. It is desirable to tie the camp experience to a community experience as part of a total ongoing educational program, as is done in scouting organizations, religious groups, YMCAs, and other groups. Even though we recognize the value of this linkage, we may still say that a different kind of experience from that of home or community has value. To find a different natural environment, a different living pattern, different associations (perhaps with individuals of other races and cultures), and different child-adult relationships is a broadening, even if isolated, experience.

Financial limitations. Many camps operate on very limited budgets. The fact that most camps are open during the summer and have only limited use during the rest of the year places a financial handicap upon them. Camp staffs usually work for minimal salaries, and many young people who would be excellent staff members cannot afford to take camp jobs. Lack of finances often leads to difficulty in providing adequate lands and facilities or maintaining them properly. Agency camps commonly receive very little money for camp operation from United Funds so that it has been necessary for their camps to be largely self-supporting.

Like the cost of most other things, the cost of operating camp has steadily increased. Many parents find camps priced beyond their means. About one-fourth of the children in camps today, most of them coming from disadvantaged homes, must have their camp fees subsidized. Many middle-income homes, if they can afford camp at all, send those children that have problems of personal adjustment or some need that parents think can be helped in camp.

It is sometimes assumed that private camps, because of their higher fees, escape financial difficulties; but the competition of other summer programs often makes it difficult to maintain the full camp needed to meet expenses.

Those who believe in the values of a good camp feel that more adequate means of financing should be available. Camperships and some government funds for the disadvantaged have helped, but in many cases a more generous subsidy and greater willingness by parents to pay full fees is needed.

The Camp Director

The camp director and the camp staff bear the major responsibility for achieving desirable outcomes from the camp session. It has been said that the director is the soul of the camp. It is he who establishes the goals, selects the staff, directs the program, and maintains the camp as an educational institution. What a camp does for campers depends largely upon him. Though the business operation may occupy a large part of his time, his most important task is

that of seeing that there are goals and that progress is made toward them.

The camp director's personal goals may range from making money or balancing the budget (which may be essential to the camp's existence) to creating the finest environment possible for the development of children. Counselors' goals may range from having a pleasant summer vacation to providing the best for every child with whom they have contact.

Directions and Trends

Certain directions and relationships of which camps must be cognizant have emerged in our ever-changing society. These directions have influenced and will continue to influence camping. Recognizing them can help camps adjust their programs so that they can continue to grow and serve their useful purposes.

Expansion of activities for camp-aged children. In most communities there are numerous and often competing things for children to do during the summer and leisure periods throughout the rest of the year. Schools, recreation and park departments, museums, youth agencies, libraries, sport leagues, and other groups offer activities to fill all spare moments. In some instances, such as Little League, which requires regular attendance, participation prevents children from attending camp. Family vacations, including family camping and other outings, sometimes take precedence over sending children to organized camps.

School environmental education and the 12-month school year. The expansion of school programs outdoors gives some people the impression that such programs are substitutes for camps. Environmental education as it has been developing is, however, generally much more concerned than camps with cognitive learning and much less concerned with the small group, the close adult relationships, and the all-around development of the individual. The 12-month school year, which educators have discussed at considerable length, apparently lies a long way in the future. If it comes, it is hoped that participation in organized camps will be given as much of a place as any other part of the educational program.

Development of challenge-type programs. Recent years have witnessed a burst of interest in adventure camping and challenge-type programs. Such programs have been carried on for years by some camps, but today more and more young people are on their own in wilderness or semi-wilderness areas. The programs place emphasis on self-reliance and competence in skills that may hold lifetime interest.

Encouragement of older campers. Increasingly camps are providing for progression and challenge of older campers and are encouraging higher skill levels so as to retain and renew the interest of teenage youth in camping.

Increase in governmental regulation. The great variation in camp operating practices has resulted in a tightening of governmental controls. These controls generally help to safeguard children in camps and insure better health practices, although other areas of camping are also coming under regulation. When camp leaders have participated in the development of these controls, they are generally of a kind that improves the effectiveness of camp programs. There is, however, a special quality of freedom in the good camp that must not be stifled by over-regulation. Variety and creativeness must be safeguarded lest camps be reduced to deadening uniformity.

Improving camp practices within the camping movement. Regulations from the inside of the camping fraternity rather than the outside have been made possible through the work of the American Camping Association. Camps certified by the American Camping Association must meet standards that have been developed through a period of many years. This self-controlling program aims at improving practices in health, safety, leadership, administration, and program. Setting the standard implies the setting of goals and achieving progress towards the goals so that desirable values may be developed in the camp experience. Camp Director's Certification Institutes offered under ACA sponsorship and affiliated with colleges and universities are given continuing training to camp directors in order to improve camp practices.

Selecting and educating the camp staff have long been the concerns of camping leaders. During recent years there has been considerable improvement in the education of camp staffs by camps, colleges, and universities. A beginning toward the certification of camp directors, which should greatly improve camp practices, has been made.

Through research, publications, workshops and conferences, further steps toward the improvement of practices have been taken. The large numbers of volunteers who contribute time, money, and their own unique talents to camping speed the progress of this movement that serves American youth.

Values and Modern Society

Our uneasy world, with its changing moral standards, racial discriminations, materialism, rising tide of delinquency and crime, weakened family and community ties, and growing disillusionment, is greatly in need of all those programs that have a concern for human welfare and can help to stabilize society, raise standards of personal integrity, develop respect for those who are different, demonstrate desirable human relationships, and encourage responsible citizenship. Camps can make contributions in many of these areas and in varying degrees are doing so.

Modern American society is urban-oriented. The culture of the cities dominates television, periodicals, advertising, movies, and schools. Mechanization and computerization create a mode of living divorced from many of the basic realities of life known to peoples of the past. Reading and viewing pictures can never be a substitute for a direct relationship with the forces of nature.

For many of us who have been associated over the years with programs for youth, the camping experience stands out as a means of bringing youth into harmony with their heritage of the outdoors, of establishing roots for young people who feel increasingly rootless, and for giving a perspective beyond that obtained in the narrow confines of a crowded society. Organized camping is perhaps the best avenue we have today to provide this direct relationship.

Section I

Eleanor's Vignettes— Hedley Seldon Dimock (1891-1958)

Eleanor Eells
CAMPING MAGAZINE/JUNE 1979

Editor's note: "Eleanor's Vignettes" appeared in Camping Magazine during 1979-80. They make excellent and interesting reading for anyone interested in learning more about the history of organized camping. Her book on the history of camping is forthcoming.

A former student, later a colleague, wrote of Hedley Dimock, "People across the country who worked with him in the pioneering days know that he, more than any other single person, had a vision and working philosophy that would bind practitioners, administrators, and teachers together in maintaining the highest possible standards." To this I would add my own acknowledgement and gratitude for his contribution to the personal and professional growth of so many of us fortunate enough to have known him. A resolution passed by the ACA Board at his death noted,

He was one of the pioneers in the development of camp Standards. Through his wisdom, understanding, and tactfulness, he provided the foundation for the present Standards program.

His contributions were in many directions. He developed programs for leadership training and provided methods for thoughtful and skilled supervision. Through his teaching, and through his spiritual guidance, he has developed leaders that will enrich the lives of the hundreds with whom they are associated.

Eleanor Eells is the author of a history of camping.

Dr. Dimock challenged unfounded assumptions about the value of the camp experience with a revolutionary impact on camping practice. *The gap between what is known and what is practiced is a sobering fact of life among all institutions. Practice fails to measure up to standards so fluently and eloquently stated by practitioners.* He was tireless in his efforts to interpret standards to camp directors in a way that would incorporate them into the philosophy and everyday practice of the camp. A floor had to be built quickly, but the ceiling was not defined, for any camp director worthy of the name must keep on learning and reaching up for the best he can give his campers.

Born in Nova Scotia in 1891, Dimock's boyhood was spent in Boston and in northern Saskatchewan where the family homesteaded. It must have been a hard life for a thirteen-year-old boy doing a man's work in clearing and tilling the land and helping build a home in the remote, harsh environment. His references, however, to this period were always in terms of the privilege of his pioneer experience, the beauty of the wilderness, the discipline of work, and the satisfactions of accomplishment.

Two and a half years were spent in Saskatoon to earn a high school diploma and complete a year at the university, while supporting himself by various odd jobs. Here he met Eustace Haydon (then secretary of the YMCA), who became a lifelong friend.

In 1916 he enlisted in the Princess Patricia Light Infantry and was severely wounded in France. During a long hospital stay he rethought his position on war and pondered personal relationships and his future. He reentered the university, graduating in 1920. After two years as secretary for the Saskatchewan YMCA Boys' Work Board, where he worked with Taylor Statten, he married and moved to Chicago to enter the university. He received his master's in 1925 and his bachelor of divinity and doctorate in 1926. After a year of teaching at Carleton College he became professor of religious education, and later dean, at George Williams College.

The summers of 1924-1929 were spent at Camp Ahmek where he and Charles Hendry completed their work and studies which resulted in the 1929 publication of *Camping and Character*. This book was realistic and practical and led to new views, goals, and methods in camping and religious education as well as in youth agencies concerned with character development. The authors appreciated the importance of intuitive feeling and the ability to relate naturally to campers. They pointed out that a leader is doubly effective when analysis, evaluation, and research can undergird his philosophy and practice. He then "understands better what he is doing and why." Their studies, knowledge, and motivation laid a base for evaluating camp practice.

The following year Dimock and several colleagues offered an institute on "Character Education in the Summer Camp" at the college, to be followed by four more seminars in the thirties. The resulting monographs had a strong influence on camping and group work and helped to close the gap between theory and practice.

Dr. Dimock is best known in the Midwest because of his close association with ACA Sections and camps, in institutes and workshops, through the Standards program, and through camp staff whom he had trained. He became involved in the Chicago agency camp group at the Welfare Council, organized the Chicago Camping Association, and as its first president developed it as a chartered Section when ACA was first incorporated in late 1935. The stimulus of his leadership and the quality of the monthly all-day programs quickly attracted a large working membership, with cooperation of private and agency camps. He wrote with passion on democracy for he believed that in camps it was possible to live and experience democracy, not give it lip service.

In 1937 Dimock wrote *Rediscovering the Adolescent*, in 1948 *Administration of the Modern Camp*, and in 1955 *Designing Education in Values—A Case Study in Institutional Change*. Also, there were many monographs and articles in a variety of professional periodicals as well as in *Camping Magazine* and YMCA publications. The YMCA considered Dr. Dimock "our very own" and his influence there as teacher, speaker, author, leader, and "change agent" was felt nationally and internationally. He was an active member of many professional associations and throughout his career built bridges with camping and served as liaison with allied professions.

From 1943 to 1946 he was on leave to serve as coordinator of training, and director of headquarters services for the USO. In 1948 he moved to San Francisco to serve as coordinator of training for the YMCA and help bring about the change to which he and the association were dedicated.

Hedley Dimock viewed camping as an opportunity, a responsibility, a "sacred trust," and an unexcelled setting in which to affect the lives and attitudes of youth. Only the best would suffice, and the dedicated professional leader would reach out beyond what he then knew to do better. He expected of his students the same best efforts and striving for excellence. Some less professionally motivated students found him too demanding, too theoretical, or too critical, but he was always respected. Most of his students loved him and appreciated all he had to give, as well as his expectations of them.

His sense of humor and at times gaiety were a joy to behold. He could write verses, set them to music, and break into song. He had a remarkable ability to pace himself, to work hard and long, but always to reserve time for rest and recreation, for family and friends. The phrase "What a man he was" was often used to describe him. And what a man he was, from his pioneer days throughout a life of caring, teaching, and learning—giving freely of his best and bringing out the best in others.

Acknowledgement

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Section I

Group Experience: The Essence of Camping

Robert and Marcy Brower

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"The organized summer camp movement is in a significant state of transition. Marked transformations in purpose, methods, and leadership personnel are conspicuously evident."

Thus opened Dimock and Hendry's classic book, *Camping and Character*, in 1929. The state of transition in camping is still present 50 years later and will continue to be until those in the profession reach a sense of community with regard to its values and purposes.

Questions of values are questions of philosophy. Leaders and writers in the camping field have not devoted sufficient thought to camping philosophy. Another early camping classic, *Group Work in Camping* by Blumenthal (1937), comments about a 200-title camping bibliography of the time. He states there existed an almost complete absence of books on any subject but program activities. Where are the books on camp philosophy? In the American Camping Association's 1980 *Catalog of Selected Camping Publications*, only 10 of approximately 450 titles dealt with the subject of philosophy. Even today, the field of camping is lacking in philosophical thought. Until those in the camping movement grapple seriously with a philosophical basis for camping, they will find themselves taking positions which shift with the sands of exotic program activities, economic trends, and glorified award incentives. The profession will run helter-skelter, attempting to catch up to the society it purports to serve.

A paper on the essence of camping must answer certain questions regarding camp philosophy. The philosophical and value questions which must be answered are questions of why. Why camping? Why nature activities? Why group living? Why camp ceremonies? Another set of questions which follow the why's are the *how* and *what* questions. When we know why an activity should be carried out, we can plan which ones should be utilized and how they should be done. The *why* questions are questions of philosophy. The *how* and *what* questions are questions of implementation for the planner and the operator. Both types of questions are important, but the *whys* are basic and must be answered first.

This article concentrates only on the why's of camping.

Five propositions

This article argues five propositions: (1) the group experience is the essence of camping, (2) groups influence behavior

Robert and Marcy Brower are co-directors of Circle M Day Camp in Wheeling, Illinois.

and enhance mental health, (3) camps serve a variety of purposes, (4) knowledge of group dynamics can influence camp outcomes, and (5) good camps benefit society.

This article will elaborate on these five propositions, clarify their meaning, and support them with research, logic, and experience.

Group experience is the essence of camping

Forty years ago Blumenthal stated, "The essence of camping is its group life." In camp there is a readiness and a precondition for sharing. Children need one another in order to accomplish their tasks and their fun. Blumenthal continues,

"Groups are formed when the individual needs others to obtain those satisfactions that cannot be obtained alone. In unity there is strength. When people have interests in common, or interests that are alike, they tend to collective action to realize more adequately their interests or when the joining of unlike interests makes possible the objective common to all. It is commonness of interests—that is, joint participation and sharing—that makes for community."

In a camp there are many points of contact and common interests of campers which bring about the communal sharing that strengthens the camp community.

Since group life is central to a camp, the nature of the small group should be defined and understood. Homans (1950) defines the small group in this manner.

"The small group is a number of persons who communicate with one another over a span of time, and who are few enough so that each person is able to communicate with all the others, not at second-hand, through other people, but face to face."

Sociologists generally refer to this type of group as the primary group. The layman uses terms like the informal group or friendship group. Homans prefers the term, the "human group." Whatever term is used, the small, informal group is the most common and stable form of interaction among people. The small group survives when the complicated formal organizations of people crumble in argument and dissent.

A camp is composed of many small groups. These groups, sometimes called cliques by counselors, combine to form cabin groups at a resident camp or activity groups at a day camp. The cabin or activity groups form unit groups which, when combined, comprise the camp community. A camp is organized around its groups. Every camper is urged to become a member of one or another of the camp's basic, primary, face-to-face groups. Isolated and unhappy, indeed, is the camper who is not a member of a group or who is neglected by his cabinmates.

The program activity of the primary group at camp is secondary to the sense of unity each member has when the camp accomplishes its task. From the point of view of member unity, it does not matter whether a group competes strenuously against another group to win a baseball game, or whether the members of the group clean their cabin together, whether they backpack for 10 days, or camp out overnight, whether they build a new addition to their dining hall, or design a group pennant, whether they help each other cross over a simulated alligator pit, or present a bouquet of flowers to a sick buddy, it is their feeling of togetherness, their bond of friendship, their sense of joint accomplishment which binds them together into their compact, small, face-to-face, primary, human group.

Each human group consists of three basic elements according to Homans. These elements are: the group's interaction, their activity, and their sentiment. When campers interact together in a common activity and share similar feelings about each other and their activity, they will, in time, form an informal, close, human group. A conscientious counselor will be happy with such a group as he or she will discover strong ties of cooperation, support, admiration, and loyalty among the members. The counselor will also contend with minimal bickering and scapegoating among the members. If the group is not at that point of cooperation, that same counselor will work hard to bring it there. The essence of camp is truly a group experience, a human experience, a human group experience.

Groups influence behavior

The group with which a person associates influences that person's behavior. The effect of the peer group upon the child has been recognized for years by experienced counselors, teachers, and others who work with children. Children have been switched from one group to another by their counselor or teacher because of the influence of group members upon one another in probably every camp and school in the nation. Experience has been a great teacher in this regard. Every leader of a group of children learns in a short time that the behavior of members of a group could change if one child were removed or added. Conversely, a child's behavior could change if he or she were influenced by the members of another group.

Research studies conducted over the past 50 years point to the conclusion that the thoughts, attitudes, and behavior of children and adults can be modified by the groups to which they belong. Although the studies reported here were not conducted in camps or on campers, their conclusions about group influence are consistent over a 30-year span. In addition, their results can be generalized to the camp setting as much as any research in the behavioral sciences can be generalized to other settings.

Jenness (1932) found that college students in his experiment changed their guesses about the number of beans in a jar to conform to the estimate of their group. Factory workers, in a study by Roethlisberger and Dickson (1939), modified their rates of production to conform to the norms of their work group. Whyte (1943), in his study of a street corner gang, found that group behavior influenced individual behavior to the extent that the bowling scores of group members changed to conform to the opinions of the group. Willerman (1943) found that social pressure made persons stick to a group decision regarding food consumption to a greater extent than the pressure rewards. Newcomers in a work group adopted the production norms of the old-timers according to Hughes (1946). Lewin (1947) found housewives were more prone to change their behavior about the food they served their families when they made a group decision than when they made individual decisions. Merton and Kitt (1950), in their study of "green" troops in combat, found support for the statement that new troops very quickly took on the attitudes of the combat veterans with which they associated. Shils (1950) stated that soldiers in World War II adopted within a short time the attitudes of the soldiers in their unit toward mutual aid. Festinger, Schacter, and Back (1950) found that families who shared a courtyard and entranceway developed certain common norms and expectations of one another while families near one another who did not share the common facilities did not develop such norms and expectations. Fenichel, Monderer, and Hartley (1951) found college students adopted the aspirations, attitudes, opinions, and behavior of their important college reference groups and held those groups in higher status than their own family group. A group of eight workers in Whyte's study (1953) exceeded production norms and were forced to leave their jobs as a result of pressure from other work groups in the plant. Lieberman (1956)

found workers changed attitudes after they received a promotion and associated with a different group of employees. Campbell and Pettigrew (1956) found a group of southern ministers in Arkansas who favored integration changed their point of view as a result of prevailing community pressures.

Another set of researchers created experimental situations specifically designed to test the force of peer group influence. Harvey and Consalvi (1960), in their study of teenage boys, found the boys changed their responses to an experimental problem when pressures, in the form of rewards, were promised to the entire group if their responses conformed. According to Sherif (1956), individuals changed their judgment about their experimental task to conform to the judgments of the group they were with. Asch (1956) went further than Sherif by pitting one individual's judgment against a group of peers who were instructed to provide unanimous but incorrect judgments. The single individual swung over to the wrong but majority opinion. Crutchfield's (1955) work was similar to Asch's, but Crutchfield used five-man teams. He created 4-1 majority-minority opinion groups and continually swung the minority to the majority although the majority opinion was wrong. Variations of these types of experiments on group influence were carried on by Deutsch and Gerard (1955) and Willis and Hollander (1964).

In summary, it is safe to say that although age, education, skills, self concept, status, sex and other determinants influence the amount of conformity an individual will allow, the norm toward conformity in a group is pervasive. One can state with certainty that the attitudes, opinions, and behavior of a person, adult or child, will be strongly influenced by the group to which he belongs.

Groups enhance mental health

A child who is an accepted, active member of a few subgroups will tend to have a good attitude about himself which can be called good mental health. According to Glidewell (1969),

"One of the most powerful social forces is generated by the fact that each of us likes some people better than he likes others. To be attractive to others enhances one's self-esteem; to be unattractive reduces it. To be unacceptable to others injures one's self-esteem; to be actively rejected cripples it."

Campers have many opportunities to become active, well-liked members of a group while at camp. In the camp setting, children develop bonds of friendship and a need for one another. They need one another to develop their sense of self-worth. The peer group acts like a mirror as the members of a group reflect back to the individual what each member contributes. Without the group the individual loses touch, cannot receive feedback about self, and builds no sense of self-worth. Glidewell describes the mechanism for the building of self-worth through membership in a group as a three-part system. When a youngster is an accepted member of a group, the three parts of the system combine to enhance the child's mental health. The group will provide a place for the youngster to compare his/her ideals, a place to receive personal esteem, and a place to give and receive help. These three group functions help the youngster see himself in relation to others. When the youngster feels acceptance from the group, self-worth and self-confidence grow in a positive way.

As a testing place for ideals, group members help the individual shape his thoughts, express himself, and develop confidence in his ideas, his means of expressions, and his leadership. The individual learns to ask, to approve, to accept, to influence, and to be influenced.

The second function of the group is social comparison. Here the individual competes and cooperates, sizes himself up with his friends, wins and loses, builds his base of social and physical competence and security with his physical self.

The third function of a group is the exchange of mutual aid. This process of interaction induces the change, interchange, and strengthening of motives, feelings, skills, and ideas. Group members build upon one another, teaching and learning at the same time.

Research studies on school children show that lack of friendly interaction is associated with a variety of emotional handicaps. Studies by Moreno (1934), Bonney (1942, 1943), Stendler (1949), Potaskin (1946), Bower, et. al., (1958) and Trent (1957), have supported this point.

Glidewell states that the effect of friendships on mental health is as follows:

". . . the experience of repeated attraction produces a sense of competence, confidence, trust, and self-esteem which lead to further attractiveness. The resources thus developed represent the stability under stress, the tolerance for frustration, and the skill in reality testing often associated with vigorous mental health."

Again, although the research studies cited in this section have not been conducted in camp settings, we believe their conclusions are consistent and generalizable to the camp experience. This research supports the concept that children need one another in a supportive, friendly relationship in order to develop and maintain positive mental health.

There is no better way for a child to develop positive interpersonal relationships than through the camping experience. Interpersonal interactions are structured into camping activities through the child's group experiences. The camper has a cabin group, a play group, a swim group, an activity group, a unit group, and hopefully, a friendship group. The group life of a camp is what makes the camp a significant experience in the child's life. Ask campers, a dozen years later, what it was that was significant for them at camp. The answer will be, in one form or another, the friends or close relationships with people that were made.

A camp is quite a unique setting for group life. When a child is at home he is a member of many groups: his school group, his activity groups, his social group, his athletic group, and perhaps others. These diverse groups may nullify or confuse each other's contributions and enhancements. They may send so many mixed messages to a child that he no longer understands his relationship to each of the groups. The uniqueness of the camp setting is that all of the diverse groups become one, reflecting a consistent set of values, roles, and confirmations.

This consistency accounts for the great impact of the camp experience upon campers. At a camp, in a two- or three-week camp session, a child will experience a stronger positive impact on his mental health than can be experienced in an equal period of time at home.

The simple, but central theme of this article, is that the great value of camping lies in its potential to influence people. Camping is a tool to influence people. This is an inescapable conclusion when one looks at the data on group influence and relates it to the group nature of the camp experience.

It is important now to look at the various ways in which camps have exerted their influence on their campers.

Camps serve a variety of purposes

Early pioneers in the camping movement in this country saw camping as a way to influence the character development of youth. These early pioneers believed in a contagion theory of character development. They felt that just being in camp was good for the character formation of a youngster.

Character improvement was caught, not taught. Not understanding the forces of group participation which influenced both mental health and behavior, they had no other more scientific way of explaining the personality changes which took place in camp than through the contagion theory. Dimock and Hendry's contribution to camping, in our opinion, came from their insight into the learning process. They stated that character formation was *taught*, not caught. The value of the camping experience to them was that character change could be taught through camp programs. Their book, *Camping and Character*, is an analysis of the way in which one camp implemented character development through its activities. Perhaps the theme of their book is embodied in a statement they quote from a prominent educator of the time, John Dewey at the University of Chicago, who influenced Dimock greatly. "To profess to have an aim and then neglect the means of execution is self delusion of the most dangerous sort . . ." More simply, if you intend to do something, make sure you know how to do it and develop a plan to carry it out. The program planners at Ahmek, the camp where Dimock was associated, were probably quite successful at their task of improving the character of their boys, not because they understood the process of character change, but because they worked hard at structuring a set of program activities which fostered group spirit. At Ahmek, strong group spirit and pride in communal task accomplishments built a strong camp community. Dimock and Hendry state, "As camp directors, . . . we must turn our camps into community adventures in social living." The impact of that type of camp, group spirit and unity on the mental health and behavior of the campers produced the positive personality changes that Dimock and Hendry recognized and documented.

Other leaders in early camping used the influential group experience at camp to further their own types of goals. Religious and ethnic groups discovered that they could bring children closer to their teachings and ideals in the 24-hour structured camp experience than in a multitude of Sunday school class sessions. Some of these organizations were quite successful in their purposes. Others would have been more successful if they had better understood the theory underlying the process of the overnight group experience. Scouting leaders found within camping a way to build allegiance to the noble principles of Scouting. They relied, however, upon extrinsic motivators such as awards, uniforms, and badges. Had the early leaders in Scouting been more knowledgeable about the forces of motivation which rest within group membership, they might have structured their program differently.

Social agencies make excellent use of camping as a means of promoting their own values. Group and recreation workers within these agencies are sophisticated in the planning of camp programs which build group unity. These workers have provided youngsters with camp group experiences which enhance the life of both campers and agency.

Private camp operators have used the group camp experience for monetary gain as well as for the benefit of their campers. Some of the most successful private and agency camps have discovered an additional way, through camp ceremonies and traditions, to enrich the group experience of their campers and, at the same time, develop a strong sense of community within their camp. Such ceremonies and traditions at a camp, in a school, university, church, family, or other group instills a sense of attachment and identity among the membership. While the campers and staff may change every few years, the traditions of the camp remain. A former camper who returns to the camp years later can fit right in to a traditional camp ceremony. It is not surprising then, that the "newcomer" to a camp who wishes to minimize or change the camp's traditions will meet with strong resistance and probably failure.

Many highly successful private camps build miniature eight-week societies which come to life each year during the summer. Private camp owners, perhaps more than other groups of camp people, seem to have discovered the power and pull of the summer camp group experience. A major appeal of the private camp director to his camper-clients is based upon the return of their cabinmates and the "old time" staff.

The purpose here is not to review all types of camps, but rather to indicate that the group nature of the camp experience has helped the growth and durability of some camps but has gone unused in others.

It is important to examine new program trends in camping, and specifically, the introduction and development of unusual skill program camps. Many new camps are opening today with a heavy reliance on single-skill development, such as tennis or gymnastics, or on one emphasis, such as the Outward Bound camp.

Skill development at camp has always been an important part of the camp curriculum. However, the emphasis in the past has generally been to teach a skill as a means to another end. For example, campers may have been motivated to swim for their own enjoyment and safety or so they could go with their friends on a canoe trip. Perhaps they just wanted to enjoy the deep-water activities with their friends. Swimming at some camps today is taught as an end in itself. It may be taught so campers can become members of a high school swim team or receive a swim award. In the past, backpacking, cooking, climbing, or rappelling have been taught so a group could explore far-off valleys or caves or to allow an individual to enjoy the out-of-doors. These skills are taught now, in some camps, solely as a thrill or to build self-confidence.

There is, however, confusion surrounding the accomplishment of an adventurous or strenuous task or skill. The thought seems to be that the completion of a difficult task or skill is a means of proving one's worth. This assumes that youngsters who succeed in accomplishing high adventure individual skills which are physically and psychologically stressful will develop pride or self-confidence in themselves and, therefore, improve their self-concept.

We contend that accomplishment of a difficult task has value only when others know about it. The intrinsic good feeling of the act is minimal. The extrinsic value of recognition by others is of greater importance. It is the social comparison value of the particular group with which the challenged camper associates which makes the physically stressful task valuable. The stressful task of the Outward Bound camper might have little value to a group of campers at a music camp or to the camper's group back home. It is the type of skills which are prized in a group which makes all the difference, not the activity itself. To prepare a camper to live successfully for three days alone in the wilderness is not a challenge of lasting merit. However, to prepare the camper to live successfully for three days in a neighborhood or in a school is a more lasting challenge. The latter is the type of challenge all camps must meet if they are interested in serving the needs of their campers.

The high skill emphasis of some modern-day camps may attract youngsters because of the unusual nature of the skill. Whether the addition of the skill has lasting value remains to be seen.

There could be a more serious trap in the overemphasis of skills in camp. It may be that the new skill is an escape from reality. When a youngster is kept busy, that person may not need to face the realities of his own social world. The activity may be an escape from the reality of involvement. As Blumenthal said many years ago,

"Man may be skill-hungry, but his skill activity may be a dream world he is creating to escape from the reality of his

not belonging. People, the social process, and society are realities."

The common quality of each type of camp program from the early years to the present is the group life exhibited in the camp. The way the group life and the group influence are used to further the camp purposes depends upon the values and goals of the sponsors of the camp. A camp is like a tool which can be used in many ways.

Knowledge of group dynamics can influence camp outcomes

A camp operator who has some theoretical understanding of groups, group processes, and group dynamics can become more effective at his work. With this type of knowledge, he can create an environment for learning which will more effectively accomplish his camp goals. The camp environment is a learning environment. John Dewey (1916), perhaps the most famous of all American educators, emphasizes the importance of the environment for learning in his statement:

"the only way in which adults consciously control the kind of education the immature get is by controlling the environment in which they act, and hence, think and feel. We never educate directly, but indirectly by means of the environment. Whether we permit chance environment to do the work, or whether we design environments for the purpose makes a great difference. And any environment is a chance environment so far as its educative influence is concerned unless it has been deliberately regulated with reference to its educative effort. An intelligent home differs from an unintelligent one, chiefly in that the habits of life or intercourse which prevail are chosen, or at least colored, by the thought of their learning on the development of children. But schools remain, of course, the typical instance of environments framed with express reference to influencing the mental and moral disposition of their members."

As an educator, Dewey's emphasis was upon the role of the school in producing a good learning environment. Our purpose here is to emphasize the unique opportunity a camp has to create an effective learning environment because the camper is totally involved in the setting. It is likely that a camp can influence the personality of a child more in one week than a school can in a month.

The knowledge of groups and of individual behavior in groups comes from the academic domain of the behavioral sciences. Within that domain, the specific discipline of group study is in the field of social psychology. Social psychology concerns itself with social influences on individual behavior. Within the field of social psychology, the area of group dynamics deals directly with and is the core of knowledge needed for an understanding of the impact a group can make upon campers, staff, or the total camp milieu.

Knowledge is a tool and the knowledge of group dynamics is a special-purpose tool. The camp experience may also be used as a tool. Use these various tools separately and many tasks can be accomplished. Use them together, with a focused purpose, and they can become a highly efficient way to attain the goals of the camp.

The mission of camping

"Camp," as Blumental stated forty years ago, "is a self-contained integrated community, partaking of the nature of all communities with their cohesion, common purpose, traditions, customs, organization, and control. Camp is life in microcosm."

A camp is a miniature society and as camp directors each summer, we create our own miniature society. What is it like? Do we, at camp, but mirror our larger society? Can we dare to create a better society for our campers and our staff than the larger all-encompassing one in which all of us live out our daily lives? Our purpose at our camp is to build a temporary, but a better, society than the one in which we live. This is our personal goal each summer. Carefully, purposefully, and humbly, we offer this idea to our readers. Each of us has our own "higher purposes" in life, and this is one of ours.

At our camp, we create a temporary society that has a structure which is similar to the larger, permanent one in which we all live. The essence of that larger society, like our camp, is its small groups. The small human group is the core of society. These small human groups form larger groups which form pressure groups, ethnic groups, religious groups, political divisions, and nations. The problems between nations are problems between human groups. When we, as camp directors, understand the human problems in small groups, in the small temporary settings like a camp, perhaps we can learn to solve the human problems between large groups or nations in the world. Homans states the problem in a different way.,

"The small group is the basic functioning unit of society. It is akin to the single cell in the living organism or the atom in the world of objects. When a large group or a society breaks down, a small group or several small groups still survive."

The small human group can be studied in the camp setting. If we can, at camp, create small groups which enhance good mental health and promote accepting relationships between peers and adults, we may be able to provide our campers with the tools which will, in the future, enable them to move our society a little closer to the type of understanding which settles larger world problems.

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Section I

Make Camp Objectives Specific

Tony A. Mobley

CAMPING MAGAZINE/SEPT.-OCT. 1966

Camping people have been setting objectives for many years. These aims vary with the type of camp and sponsoring organization, but in each case, the objectives should provide a guide and give direction to the camp experience. Camp program should be planned with the objectives in mind. In order to evaluate a camp experience, leaders must know exactly what they are trying to accomplish.

Many sets of objectives have been developed and published. A director may adopt some of these or develop his own. Many objectives sound good, and indeed, are good; the problem comes in translating them into concrete action in the camp.

Camp objectives are presented to staff during the pre-camp training program, and counselors are impressed with the noble task that lies before them. These goals may seem "away off somewhere" to counselors and sometimes even to the camp director or board members. Counselors might well ask, "What does this high sounding objective mean for me with my cabin group in today's activities?"

The best way to overcome this lack of clarity is to make all general objectives specific to the camp situation. Only if the objectives are explicit will the counselors know what to do to reach them. Only then is it possible to evaluate precisely whether or not objectives have been reached.

The general objectives listed by Dr. Hedley S. Dimock in *Administration of the Modern Camp* can be translated into specific actions by adding the word "by" to each and giving a definite plan. Thus a counselor's plan for one of the general objectives might read, "This session I'm going to educate my group for safe and healthful living *by* leading each camper to know and understand the safe use of a rifle," or "*by* leading each camper to see the necessity for, and be willing to help in keeping the cabin clean."

Tony A. Mobley is Dean of College Health Physical Education and Recreation, Indiana University.

OBJECTIVES-EVALUATION	Excellent	Adequate	Poor	Not Sure
1. The development of a sense of at-homeness in the natural world and of the arts of outdoor living by:				
2. Education for safe and healthful living by:				
3. Education for a constructive use of leisure by:				
4. Contribution to personality developed by:				
5. Education for deomocratic group and community living by:				
6. The development of spiritual meanings and values by:				

Entire staff develops objectives

The entire camp staff should help in setting the general objectives, and each individual counselor should be encouraged to develop his own specifics. Time should be provided once a week in staff meetings for discussion and reevaluation of general objectives and any counselor who is having specific difficulties.

Specific objectives can be changed by a counselor depending on the campers in his particular group. He can better evaluate whether or not general objectives are being reached when he sees them in action.

The six general objectives listed by Dimock have been built into a form in which considerable space has been provided for the counselor to write in his specific aims after the word "by." Provision was also made on the form for the counselor to evaluate the degree to which his group attained the objectives. Some counselors found that one form served for their entire group while others used one for each individual camper.

This system is not a cure-all, but it can stimulate counselors to strive to reach camp objectives and to evaluate their own efforts.

Section I

Camping for Special Children

Thomas M. Shea

EXCERPTS FROM CAMPING FOR SPECIAL CHILDREN/1977

Summer camping can provide unique growth experiences for all children. Camping for Special Children by Thomas M. Shea provides a clear and comprehensive discussion of the range and type of summer camp programs that are available to children with disabilities. The book covers "children with hidden handicaps; that is, they are socially maladjusted, culturally different, emotionally disturbed, learning disabled, and educable mentally handicapped. They are boys and girls ranging in age from 4 to 16 years." However, we believe that the book can help parents plan an effective summer camp program for all children with disabilities.

The excerpts that follow focus on some specific benefits summer camping can provide.

Placement benefits

Camps can be of benefit to the child in two ways when placement out of the home is desirable. First, the camp can be used as a short-term placement center; second, the camp can be used for trial placement.

When family and community problems make short-term (two to eight weeks) residential placement necessary, the camp is an ideal setting. Camp is almost universally accepted as a desirable placement for a child. The image of camp, in the eyes of the average citizen, connotes pleasure, fun, excitement, normalcy and health. It avoids the stigma commonly attached to foster homes, special schools, children's centers and detention centers.

Camp is an excellent placement when the family is trying to determine the child's reaction to living away from home. Trial placement in a camp can answer such parental concerns as:

Can my child tolerate residential placement?
Can my child benefit from residential placement?
Can our family tolerate placing our handicapped child in a residential setting?

Camp may benefit the handicapped child as a placement before or after special class placement. Before special class placement, the child's specific needs can be determined in the camp setting and an individualized program prescribed. When the child is being discharged from the special class, the camp setting is an ideal transition one in which to prepare him to return to the regular classroom.

Remedial benefits

A camp with a well-designed remedial program assists the child by providing him with opportunities:

To acquire knowledge and skills needed for school success,
To reinforce newly acquired but not habituated behavior,
To revitalize and apply previously learned and neglected knowledge and skills, and
To apply knowledge and skills in the environment.

Camp remediation programs ensure that the child remains an active learner during vacation periods. In this way, the child avoids the commonly observed academic and social-emotional regression that is characteristic of many children and adolescents during long vacation periods.

Personal benefits

Camping is instrumental in helping the child improve self-care skills, build self-confidence and improve self-awareness of unrealized potential. At camp, the child can be trained in personal hygiene as well as in the care and use of personal and community property. Older children can learn self-care and survival skills, such as first aid, cooking, shelter building, fire building, safety and the conservation of human and natural resources . . .

Social benefits

In the camp setting the handicapped child has an opportunity to learn and experiment with newly acquired social skills in a controlled environment. He learns how to get along with others in a communal setting. He quickly discovers that community living requires much give and take and that his personal wishes must frequently be subordinated

Dr. Thomas M. Shea is Professor, Department of Special Education, and Coordinator, Camp R & R at Southern Illinois University in Edwardsville, Illinois.

to the wishes of the group. He learns that he must engage in personally undesirable tasks and he is to participate in some group activities. He recognizes that his behavior affects other members of his group and that the behavior of his peers and counselors will frequently affect his behavior. He learns to accept responsibility for others and to respond positively when others in his group act responsibly toward him.

Cooperative work skills are difficult to learn for many emotionally handicapped children. At the special camp, children learn that they must work cooperatively with others, peers and adults, if projects are to be completed. For example, if a puppet show is to be produced, lunch is to be served, games are to be played or a tent is to be erected, all members of the group must cooperate. Learning to work together is initially frustrating; however, as the camp program continues, the arguing, bickering and fighting decrease.

For older children camping of any kind can be an experience in self-government. The boys and girls are encouraged to plan, implement and evaluate their own programs and activities.

Emotional benefits

Emotional release is permitted and occasionally encouraged in the camp environment. In this environment children have many opportunities to express their real and imagined fears and hostility without concern for punishment or embarrassment. In camp, the handicapped child can be honestly afraid of the unknown and become angry at the world of real obstacles under the guidance of counselors who help him understand his fear and channel his energies into meaningful activity.

Children learn self-control through discussion of their unacceptable behaviors with peers and counselors. They are encouraged to experiment with alternative behaviors that are more acceptable to their peers, thus less personally harmful.

They learn that group living requires limits that must be followed for the benefit of others. Most important, they learn that discipline can be impersonal, consistent and nonviolent. They learn that even though their behavior is occasionally unacceptable, they are accepted and acceptable.

Physical benefits

Campers can improve their physical stamina and increase their motor skills through participation in remedial and recreational activities in a well-planned cycle of work, play and rest. In camp, the child has an opportunity to increase his physical strength as well as to develop the physical-social skills he needs to participate in games with his friends. Through sequential individualized activities, each child learns to achieve increasingly more complex physical feats. In this way, the child learns to take satisfaction in physical achievements.

Section I

Camping Leadership

Donald O. Imsland

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Camping has long been identified with motherhood and the flag. It may not be as American as apple pie, but its long tradition in the American scene has earned it a high degree of respectability.

Camping is good for children, safe for adults, and available to all sexes, educational levels, and ethnic groups. Young people find it a challenge, often an escape. Parents choose it because it builds character and healthy bodies. There is not much one can say in criticism of camping, except, of course, that the entire institution of organized camping may be out of touch with reality; with the world as it is and with the world as it is becoming.

Those who are leaders in the camping profession have done an outstanding job of developing techniques of camp management. They have become experts in the art of "how to": how to start a camp; how to design a more efficient camp facility; how to improve the food service; and how to choose the best medical insurance.

Where the camping profession has failed and may fail miserably in the future is in the more basic question of "what." What is the purpose of camping and of camps? What role does camping play in the larger social context? How can camping and camps become a more vital resource to individuals and communities? Are leaders of camping aware of new trends in our society, and can camping relate to these trends in a positive, constructive way?

In recent years, there has been a growing interest in the future. Several dominant patterns have emerged which suggest alternative directions for society. Five such patterns or views are described in the paragraphs that follow:

Growth and technology—The first view, "growth and technology," is expressed most vociferously by Herman Kahn of the Hudson Institute. It assumes exponential growth on a worldwide scale. For example, in 1776 the world population was .7 billion, in 1976 four billion, and in 2176 it may be in the range of 15 to 30 billion. Another example, in 1776 the gross world product was .1 trillion, in 1976 it was 5 trillion, and in 2176 it may be up to 300 trillion. The United States and a few other western countries may be thinking in terms of "limits" to growth, but the world as a whole is midpoint in a 400-year growth cycle of enormous proportions.

Donald O. Imsland is president of Human Design, Inc. and director of the Minnesota Project on Corporate Responsibility. He is a program consultant and resource speaker to numerous educational, religious, business, and community organizations.

Business as usual—Second is the "business as usual" view which sees the future as an extension of the present. Although small changes will occur there will be no dramatic shifts in the present social system. This may be the most popular view since it assumes we will go on as we have, but with a slightly modified growth in our economy, affected somewhat by energy shortages.

Limits to growth—The third view is "limits to growth" or "steady state." It assumes a trend toward equilibrium of the system, fostered by a scarcity of resources and a shift in social values. Some say there is a movement afoot in western societies aimed at a more simple life. Others feel we have reached the limits of our physical system and can no longer grow at the rate we have in the past. The "steady state" may be a combination of voluntary and involuntary limits to growth.

Decline of the West—The fourth view is expressed by Robert Heilbroner, as "decline of the West" (a term borrowed from Spengler). The poor nations will assume economic and political power while rich nations will decline. We may be witnessing something comparable to the fall of Rome. In his book, *The Human Prospect,* Heilbroner outlines the global predicament of man today, confronted with "runaway populations, obliterative weaponry, and a closing environmental vise." Those in rich nations may witness a 30-year leveling off toward a more frugal, even austere, society.

Decentralization—The final view is the emergence of "decentralization." Essentially, it is a 180-degree shift away from major trends, toward a more conscious, agrarian social system. Soft technology, labor intensity, and self-sufficiency are the hallmarks of this view. It is reflected in the views of E. F. Schumacher in *Small Is Beautiful,* Amory Lovins in *Soft Energy Paths,* and Theodore Rozsak in *Where the Wasteland Ends.*

Perhaps none of these represent the real future. Tomorrow may be a combination of several broad patterns, or, more likely, it will be something significantly different from what we now expect.

Underlying each of the dominant views is a cluster of trends which have implications for various aspects of our society and its organizations, including the institution of camping. One of the trends is called "voluntary simplicity." A number of pollsters have identified what might be a major trend toward a more simple life-style. A 1977 Harris survey reported that the American people have begun to show scepticism about the nation's capacity for unlimited economic growth, and they are wary of the benefits that growth is supposed to bring. Significant majorities place a higher priority on improving human and social relationships and the quality of American life than on simply raising the standard of living.

In the summer of 1977, scientists at Stanford Research Institute published a report in *The Co-Evolution Quarterly* on the subject, "Voluntary Simplicity." Essentially, VS is defined by the adoption of five basic values: material simplicity, human scale, self-determination, ecological awareness, and personal growth. The researchers estimate that there are now five million adults in the United States practicing full scale voluntary simplicity. By 1987, this number will increase to 25 million, and by the year 2000, it will be 60 million. This development has the potential of touching the United States and other developed nations to their cores.

The idea of a simpler life-style suggests a new age of leisure. Slowing the tempo of life, decreasing the preoccupation with material things, centering on personal growth, all could contribute to a new leisure society, based on quality rather than quantity. This perspective, however, may be a myth. If a major proportion of our society seriously practiced material simplicity, human scale, self-determination, etc., it is likely that we would become much more labor intensive.

That is, doing things ourselves such as cooking, gardening, repairing and building furniture, and even our homes, may result in much less leisure time than we individually experience today. The simple life may not be so simple, and we may long for the days of supermarkets, furniture warehouses, and packaged food.

In contrast to voluntary simplicity, there appears to be a trend toward increasing stress within society. In 1970, Staffan B. Linder, an associate professor in the Stockholm School of Economics and a member of the Swedish Parliament, wrote a series of essays entitled, *The Harried Leisure Class.* He found that contrary to expectations, economic growth has not resulted in an abundance of free time and a leisurely life; it has, in fact, produced a scarcity of time and a more hectic tempo.

It now appears that the harried leisure class is beginning to develop a condition of high level societal stress. A report from the National Science Foundation has cited stress as one of the top problems of the future for western societies. A special report, "The Effects of Stress on Individuals and Society," points out that stress causes a bewildering array of physiological, psychological, and social problems. It is estimated that negative effects of stress (in the form of accidents, alcoholism, impaired efficiency, etc.) costs the United States at least $100 billion annually. We spend $700 million per year on tranquilizers and another $80 million on legal antidepressants. These figures do not include the millions spent on illegal narcotics. Two of the leading causes of death, heart disease and heart attack, are closely linked to levels of stress.

The promise of increasing leisure in an age of abundance may not be panning out as expected. Continued economic growth may simply drive the roots of the work ethic deeper

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into Western culture. If so, we should expect not only symptoms such as stress, but also other physiological and psychological impacts including depression, personal crime, and political conflict. On the other hand, a greater understanding of the role of leisure, both for individuals, but especially for society, may abate some of the negative outcomes resulting from preoccupation with economic growth.

Camping, seen in the broader social context, could play an important role in fostering a more leisurely, simple life, and in reducing levels of stress. Beyond this, camping might provide one of the means for creating the new learning society. Camps could become one of the great learning hubs of the future. But this is not possible unless those who are the managers of camping begin to see their role not as teaching the techniques of camping, but shaping the new camping philosophies. This will require a fundamental change in the image of camping and a new breed of camping professionals.

How to Develop Your Camping Philosophy

Jerry Crosby

JOURNAL OF CHRISTIAN CAMPING/JULY-AUG. 1978
REWRITTEN FOR PROJECT STRETCH, 1982

Whether you've been involved in camping for several years or whether your camping career still remains in the dream stage, you cannot overemphasize the value of personally having a clearly organized and written philosophy of camping. (May-June Journal of Christian Camping 1978). Some basic guidelines can assist you in developing your own personal camping philosophy.

The Ingredients. Your first question regarding this topic is most likely "What goes into a philosophy of camping?" Simply answered, a written philosophy contains a clear presentation of your "influencing factors," plus some general goals.

You often call these "influencing factors" by other names, such as assumptions, beliefs, theories, or concepts. Your particular situation will have some unique factors, but a brief description of some major categories may help you.

Personal Factors. Whatever your values, your philosophy should start here. Here is where you set forth your personal distinctives. While it is not necessary to develop an entire philosophy on your own values, it is important to have a good grasp of where you stand personally. Your known and unknown reasons for being in camping, what you bring to the camping experience, your values and beliefs all have an influence on the counselor qualifications you look for, your choice of activities, and your teaching-learning approach, to name a few implications.

Social and Economic Factors. We do not live in a static world. Our society is constantly changing and forever on the move. Five and ten years ago, were you anticipating the patterns prevalent today? What social or economic factors do you feel you should be addressing through the medium of camping? The deteriorating family? Increased poverty? Ineffective public education? Lack of moral values? These are just a few examples.

Constituency Factors. What are the unique needs of your camper constituency? What are their characteristics? Lower middle or upper class? All boys, all girls, or coed? Rural or urban? Coming from the same denomination, or from several differing ones? What is the average camper's home life like? To meet needs, you must fully understand the people whom you are serving.

Educational Factors. Do you see yourself as an educator? You are. Have you considered the campers as a learner? Your philosophy should include a statement regarding your view of how people learn, and what values they should learn.

Organizational and Traditional Factors. If you are developing the camping philosophy for an organization, you will need to consider its pre-existing policies and procedures as well as its traditions. Considering them means evaluate them and write them on paper. Here you may find your greatest battle as you compare these factors with your conclusions in the other categories.

If they don't "jive," something will need to give. Strive for harmony in your philosophy on the basis of your priorities. In other words, don't give up an educational value you feel is very important for a tradition or policy you see as less important.

Putting it on Paper. By now you should have at least five "doodle sheets" before you. You may understand what you've written, but could your waterfront director make something out of it?

Taking each of your categories of influencing factors (or whatever you wish to call them) write up a brief statement of your conclusions. Then, with these conclusions in mind, develop a statement (not necessarily one sentence) of the general goals of "your" camp.

These should be written in terms of what you want campers to learn. They should be measurable and general yet not vague. "To win boys and girls to the great outdoors" is an admirable goal, but a little too general.

Once you've identified your general goals, you are ready to move on to the implementation of your philosophy--the programming. Some would like to by-pass the philosophy and jump right into programming, but it is the philosophy that gives the program purpose and direction.

Jerry Crosby is currently Director of Education for the Victory Bible Camp in Palmer, Alaska.

Section I

Philosophical Foundations and Considerations

Discussion Questions and Resources

Questions

1. What is the value of camping to individuals, to society? Identify objectives that could help determine its value.
2. What role has camping played in our society's past? What role will it play in the future?
3. In small groups, ask camp directors to present their philosophy, goals, and objectives of organized camping. Have the camp directors discuss, critique and defend each position for appropriateness, consistency, compatibility, and clarity.
4. What are the responsibilities camp professionals have to their consumers? How should they be addressed for greater effectiveness?

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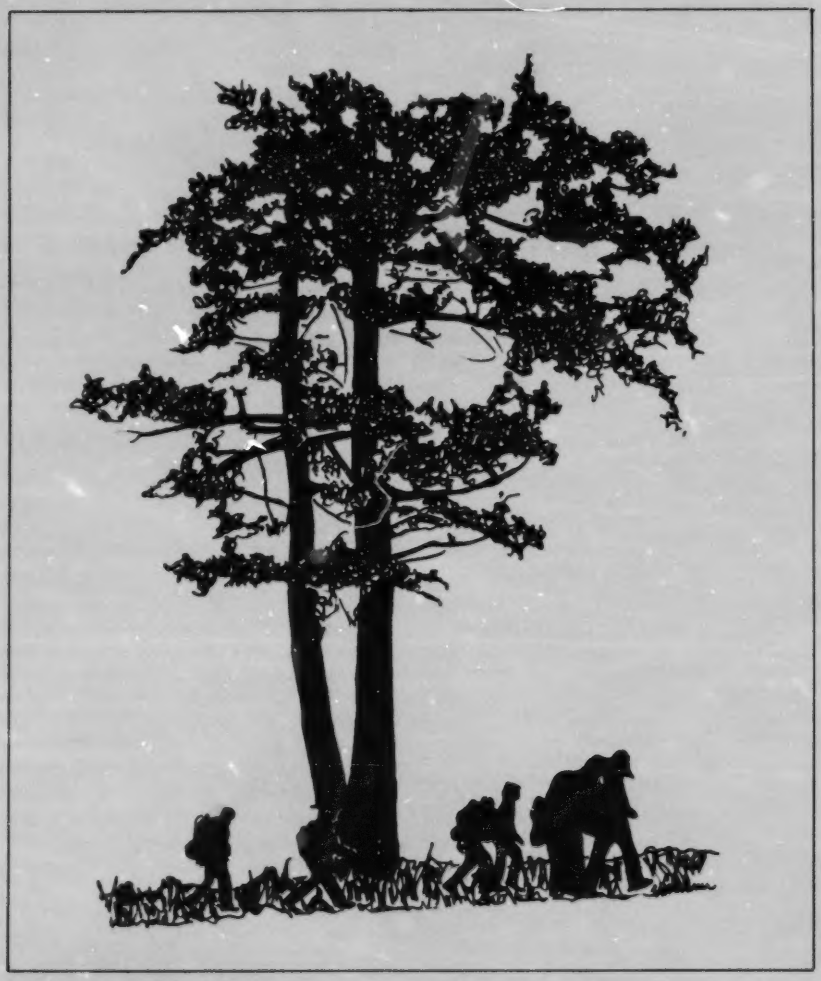
Section II
Life Span Development



This section of the book has been designed to support Unit I, Growth and Development, of the Camp Director Education Curriculum. The title, "Life Span Development," was selected for this publication to better reflect our changing times and our future campers. Dr. Mary Faeth Chenery, Assistant Professor of Recreation and Academic Programs Coordinator for Bradford Woods at Indiana University, was interviewed to give a clearer understanding of the term—life span development. Her understanding of this area has been exemplified in her work as a researcher and in her practical approach as an associate camp director.

QUESTION 1. *What is the meaning of the term life span development? What is its origin?*

Chenery: "Life span development refers to changes in biological, cognitive, affective, and social functioning that occur in individuals from birth through old age. The concept implies that growth and change occur throughout the entire life span rather than being confined to the periods of childhood and adolescence. Before the 1940s, psychologists focused primarily on the early stages of life. Gradually, however, it was acknowledged that important changes occur in adulthood and later life, and that a full understanding of individual behavior would come from studying the same individuals over a long period of time."

QUESTION 2. *Is the concept of life span development different from human growth and development?*

Chenery: "The terms are often used interchangeably, but there are at least different connotations of each. Life span developmental psychologists study age-related behavioral changes through the course of an individual's life. Those who work from the life span developmental approach are trying to identify and explain the normative or typical patterns of age-related change. The human growth and development specialist, on the other hand, might not be as focused on age-related changes but would be concerned with growth and its variations whether related to age, environment, physical condition, or other causal factors. The important idea in both, however, is that both recognize continuous change throughout life."

QUESTION 3. *Why is this area considered an important field of study for the camping profession?*

Chenery: "As responsible practitioners in a human services profession, we need to understand the characteristics of our campers. Program, counseling, and supervision should be based on an appreciation of what is going on in the lives of the individuals in our care. We should know what is normal or typical in terms of human growth at a particular age in order that we may facilitate its development and capitalize on available skills; and we must also recognize when something normal or typical is missing in order that we not endanger the individual and that we may seek help for the person if it is needed."

QUESTION 4. *Has any new knowledge emerged in the last five or ten years?*

Chenery: "Much of the new knowledge has to do with the methodology of studying the lifespan (how to avoid making wrong conclusions from data). Lots of new gains are being made in the understanding of the biology of aging. In the psychological realm, I think the new work is coming in the efforts of psychologists to study the changing individual in the context of a dynamic social and physical environment."

QUESTION 5: *What are the current issues in the field that camp directors should be aware of?*

Chenery: "Life-span development psychologists are trying to find ways to study the complexity of human behavior. Thus, the most critical current issue is that of appropriate methodology. I would suggest that directors who read both popular and professional presentations of research findings beware of over-simplification and over-generalizations about growth. Directors should also recognize that in order to understand behavior over the life span we must use data collected over a period of years; sampling this year's six-year-olds, ten-year-olds, and sixteen-year-olds won't tell us what to expect of the current six-year-olds in four or ten years. Camp directors have a perfect opportunity to study children over time, and they might consider collaborating with psychologists for the purpose of increasing knowledge."

QUESTION 6. *How can camp directors use this information to improve programs and services?*

Chenery: "As I suggested before, directors who know the cognitive, physical, emotional, and social characteristics of the campers they serve can use this information to design programs appropriate to the typical campers of that age. I would remind us all, though, that individual differences should be looked for and planned for. Also, if one of our objectives is to enhance growth, then by knowing the series of developmental tasks that campers will be progressing through we can provide them challenges to help them stretch their abilities. For example, if a child is quite dependent upon adults and we know that the next step for him or her is to establish gradual independence from adult care, then we might design a series of opportunities in the camp program for the child to 'try out his wings.' From studying the lives of successful, healthy individuals, we may learn, too, to add the enriching experiences to camp that may enable our campers not just to grow up normally but to live life well."

QUESTION 7. *Where should camp directors look for information in order to keep up with future developments?*

Chenery: "A quarterly trip to a good library would enable a director to keep up with developments in the field. Look at the journals such as *Child Development*, or annual volumes such as *Review of Research in Child Development*, *Life-Span Development* or *Annual Review of Psychology*. You might also check the shelves for new textbooks in human growth and development. Finally, anything major will be reported in the newspaper science sections or in *Psychology Today*, but when you see it there you might go back to the original source to get the whole story. Feel free, too, to go to the universities and talk to faculty in developmental or educational psychology. Faculty in the universities have a commitment to community service, and many would be pleased to help you with the challenge of applying an understanding of life span developmental psychology to the camp setting."

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Section II

Play is the Center of a Child's Life

Julian U. Stein

CAMPING MAGAZINE/JUNE 1979

Play is the work of childhood. Play is the *fun* of childhood. Play makes childhood different from all other stages of life since work at this stage is supposed to be fun.

Adults—teachers as well as parents—often lose sight and perspective of childhood. It is all too easy and convenient to project adult wishes, needs, and attitudes upon children during their childhood. This leads to a miniature adult world imposed upon children as evidenced by:

—early specializations in activities such as Pop Warner football, bitty basketball, Little League baseball, youth soccer and hockey, age group swimming, prodigy piano lessons, ballet, math mardi gras, super science fairs, ad infinitum.

—early childhood education programs and projects that continue to place increasing emphasis upon academic activities and cognitive development when play, movement, motor activity, and physical proficiency are felt to be important prerequisites for sound growth and complete development.

—labeling and castigating children as different, slow, difficult, or even retarded if they do not reach certain motor milestones, perform given cognitive or academic skills, or master specific concepts and proficiencies by a certain time even though growth and development are looked upon as individual for each child.

—imposition of adult concepts and values on children when all know that what is important and relevant in the adult world often means little, if anything, in a child's world.

Physiologists, specialists in child growth and development, teachers, and parents all say that children are maturing physically more rapidly today than even a generation ago. But they do not say that these same children are maturing psychologically, emotionally, and socially more rapidly; they are more worldly and sophisticated, but these do not in themselves equal greater maturity. There are many indications that despite earlier physical maturation, certain elements and aspects of growth and development cannot be hurried; each child does in fact pace himself according to his internal timetable and schedule; hurrying or delaying this can be detrimental to the individual. In fact, many people feel the mass of idiosyncrasies and differences represented among children having problems in school that are regarded as adnormalities are only individual differences. If adults were prepared to accept them, they would not cause alarm.

Studies and observation indicate that more children today suffer from emotional maladjustment as evidenced by the incidence of peptic ulcers as early as third and fourth grade, the number of high school drug and alcohol problems, children needing psychiatric counseling, and various and sundry similar psycho-social problems. Often associated with these problems are different types of learning disabilities. It is crucial to ascertain exact cause and effect relationships in these cases. Are emotional problems because of learning disabilities or learning disabilities caused by emotional problems? Methods, procedures, and attack on these problems will be different depending upon the cause. Where remedial programs are effective, especially during the elementary school years, activities that are effective and well received by children are often those so typical *to, of, by,* and *for* children. These same activities and this same approach are also bases for preventative programs at earlier ages and stages.

What then are the directions of wholesome and positive play, its benefits and values? How can wholesome and positive play be accomplished in the best interests of all children?

Just as a sturdy building must be constructed on a strong foundation, so must a well-integrated personality and effective functioning individual have a solid base. Many personal problems and difficulties—psychological, emotional, physical, social, vocational, recreational—confronting individuals in adolescent, adult, and even senior years can be traced to the absence of a real, meaningful, and relevant childhood. This observation is reinforced by the number of remedial, corrective, and therapeutic approaches that put the child back into childhood—the use of play and other age appropriate activities to remedy various problems and disabilities. The same philosophy and some of the same approaches are basic to assistance provided by various helping professions to adults of all ages—recreation, therapeutic recreation, activity therapies. Play, regardless of what it is called, is vital to productive, higher quality, and more fun-filled lives. Logic dictates use of this process and these approaches through the formative and developmental years as preventative measures. Prevention is the soundest approach to remediation.

Ironies and paradoxes run rampant in modern society. More information and knowledge are available about child growth and development than ever before. However, questions must be raised as to how much of this information and knowledge is being applied in the best interests of all children.

Child growth and development specialists, physiologists, psychologists, and other highly trained specialists, emphasize the importance of six-year-old children having four to six hours of physical activity a day, yet many first grade children still are relegated to agonizing seat work hour-after-hour, day-after-day in schools for "doin' what comes naturally." Many of these young children are categorically and arbitrarily labeled hyperactive and as having short attention spans.

Girls are in general a year more mature—physically, emotionally, socially, academically—than boys when they enter the first grade. However, this is given little credence by teachers and others responsible for first grade curriculum development. All boys and girls are expected to be at the same psychomotor, affective and cognitive levels, so that the same emphasis is given to reading, writing, and arithmetic for everyone.

Dr. Stein is executive director and consultant for the American Alliance for Health, Physical Education, and Recreation and Dance's Programs for the Handicapped located in Washington, D.C.

Both research and gut level experience show that six-year-old boys need much in the way of gross, big muscle motor activities. Girls at this age, on the other hand, are superior in fine motor skills and abilities. Traditional first grade classes and programs are more consistent with the abilities and the developmental levels of girls than boys. Yet people wonder why substantially larger numbers of boys than girls have emotional problems, learning disabilities, and are even considered mentally retarded.

Children with handicapping conditions who have traditionally been kept to themselves in homogeneous groups categorically based on specific handicapping conditions have been overprotected, not challenged, and denied many opportunities, benefits, and joys of childhood. This is changing on many fronts. No stage or age is more crucial to building acceptance of and changing attitudes of and about individuals than childhood. Play becomes a vital ingredient in this process because of its nature and its dominant position in the lives of all children during formative years and developmental stages. Reports from Head Start, early childhood education, and elementary school programs show children with handicapping conditions and their able-bodied classmates are being effectively integrated. Play is a medium through which both groups learn to appreciate and respect differences and abilities that can complement and supplement each other. In many ways children are more proficient in this process than adults.

Children love to experiment and explore, spread their wings, and build their own rockets to the moon. Much of this natural curiosity and basic need is fulfilled through play emphasizing body movement. Through movement the child learns about his/her body, what the parts do, and how each one's body can be used to explore space and the environment. Not only are kinesthetic and tactile senses developed and many things learned, but the ego is developed and the personality furthered through improved self-confidence, body image, and self-concept. Curiosities are stimulated and creativity developed and promoted.

So often children are expected to be creative in a vacuum. Creativity means going from the known to the unknown, using the tried and true in new, resourceful, and innovative ways.

Children without experience in an area, activity, or approach should never be criticized for not being creative. With exposure, experience, and opportunities to participate actively, creativity comes in different ways to different people. Children, as adults, cannot and should not be expected to be equally creative in all areas; interest and motivation influence creativity as much as ability and experience. Whether creativity manifests itself in different movements, new pathways, or in unique combinations and routines, it is built upon successful previous experiences that are fun. Participating in this process through play provides children with a foundation on which to build and expand in later years.

Children need opportunities to play in the out-of-doors and experience all types of weather—rain, cold, sleet and snow, mud, and wind as well as warm sunshine. Children need to wade in puddles, sail homemade boats in gutter rivers, climb fences, crawl under bushes, walk in the woods, and squeeze under fences. They can develop balance by walking on curbs and up and down cement steps and supports, learn about levers by lifting rocks and stones with broomsticks, and use tires for many different developmental purposes. Swings, slides, teeter-totters, and other traditional passive baby-sitters should be discouraged. Risk taking activities of many types must be encouraged through camping, outdoor education, and similar activities with families, in school, and with church and community groups. Luther Burbank summarized these needs well when he stated,

Every child should have mud pies, grasshoppers, water bugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade, water lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay fields, pinecones, rocks to roll, sand, snakes, huckleberries, and hornets. Any child who has been deprived of these has been deprived of the best part of his education.

Adults make child's play complicated, oversophisticated, scientific, and mysterious. Children just let themselves go and have a ball if adults let them. Somewhere people have forgotten that learning is best accomplished in atmospheres of laughter, pleasure, and enjoyment. Often the fun has been taken out of play, and with it the most appealing and important characteristics for effective learning. To teachers, psychologists, and learning disabilities specialists, activities focus on visual motor or perceptual motor development; to the child it is simply dot-to-dot, find the hidden figures, trace mazes, and fun and games. The surest formula to success in this area is contained in the acronym KISS-MIF (keep it super simple—make it fun).

Pediatricians are concerned that too many young children are not receiving enough opportunities to take part in sustained, vigorous physical activities. Studies done by members of the American Academy of Pediatrics show that many children as young as two years of age have white fatty deposits in their arteries. If left unattended these deposits develop into characteristic conditions—high blood cholesterol and reduced arterial function—of arteriosclerosis found in later years.

Not only does regular and vigorous physical activity through play help reverse this process, but more importantly children learn very early in life positive feelings generated by regular participation in vigorous physical activities. This process becomes as much of a need and as regular a part of their being as eating and sleeping. Attitudes toward a physically active and vigorous life are developed so that chances of the individual remaining physically active for life are greatly enhanced.

Play provides opportunities for children to develop positive social interactions and interpersonal relationships with leaders, parents, and other adults, as well as peers. Children at early ages learn to give and take, abide by formal and informal rules, be discriminating followers as well as effective leaders, appreciate differences between themselves and others, be sensitive to problems and disabilities of others, and develop a myriad of other characteristics that are difficult, if not impossible, to learn about and develop in other ways. Respect for the worth and appreciation of the dignity of others can also be furthered through play.

Play can help children of all ages—

Develop goals that are important and relevant to them at particular times and in given settings. Of course, these goals do not have to be written down, delineated verbally, or made formally to be important and relevant.

Follow through to attain the goals.

Learn to deal with the fact of life that goals can be realistically established and diligently worked for without always being fully attained. Growth and fun come through the journey, not the destination, through the trying and striving, through the joy of effort. Very different concepts of success and failure can be established at these impressionable ages.

Unfortunately, too many adults forget that play, like other aspects of growth and development, progresses through discrete and definite stages. Specifically—

Directed play is that stage in which an infant or very young child is played with by an adult—usually a parent, parent surrogate, guardian, relative, or child care worker—or possibly an older brother or sister. The child is given

opportunities to use and develop the senses as he informally, but effectively, learns about himself and the world about him. Environments can be structured with crib toys, playpen apparatus, chair devices, and other objects from which a child can derive enjoyment, pleasure, and fun while learning. The importance of this stage cannot be overemphasized—It is vital and crucial in establishing a solid foundation for a lifetime.

Individual play is that stage in which a child solitarily explores about self and his environment. Opportunities for enjoyable and beneficial individual play can be enhanced by providing materials, toys, and other devices in a structured environment so that the child can explore, discover, and learn. However, the child also needs instructional opportunities in which he does his own thing. This approach stimulates creative thought and action and promotes more independent function and greater self-reliance as bases for the next stages of play in group settings involving greater and more complex interactions with other children.

Parallel play is that stage in which two or more children share the same play space or environment, but they play independently with little if any personal interaction and interpersonal relationship. Success or failure of an individual is not determined by or based on performances of anyone else. Some interaction—some positive, some negative—may begin during this stage. Working together, taking turns, following historical folkways and mores, and abiding by more formal rules can be important learnings and benefits during this stage. For some children their first interaction with other children might be dumping sand over one another as they share the same sandbox!

Cooperative play is that stage in which children work together to accomplish group goals and objectives. The cooperative play stage is complex since it includes low organized games and simple relays as well as highly organized team games and sports. Learning to sublimate one's personal desires and wishes for the good of the group or team is an important lesson to be learned during the cooperative play stage. Without any intent to minimize the importance and even sanctity of the individual, doing what is best for the group in given situations is a characteristic that seems to have been de-emphasized if not totally lost in too many places today. Society is based on law and order, on rule and regulation, and that cannot be lost. Foundation for an appropriate balance and transition between individualism and societal group demands can be furthered into cooperative play.

As childhood merges into adolescence and adolescence into adulthood, play as a word and concept tend to disappear from thoughts and lives. But a rose by any other name is just as sweet; play in adults manifests itself through recreational and leisure-time pursuits—active and passive, group and individual, indoor and outdoor, winter and summer, fall and spring, sports and games, parties and other social ventures, hobbies and clubs, dramatic and literary, musical and artistic. *All* stages of childhood play are found in recreational and leisure activities throughout later life. Not only is the foundation for this breadth of function laid in childhood, but also attitudes toward and for it; many of these early attitudes permeate a lifetime.

So often children are thrust into play activities of a stage for which they are not physically, emotionally, socially, or intellectually ready. Play activities are too often determined by the perceptions and projections of adults, not by the interests and abilities of the children. As a result, too many children are being denied their childhood with all of its joys and fantasies. They find themselves in a miniature adult society replete with activities planned, directed, and controlled by adults often motivated by and concerned about their own ego enhancement.

Childhood must be returned to children. Childhood is all too short. Individually and collectively the consequences of such denial is not affordable. Children are the future. To deny them opportunities to grow and develop through play is to deny them their birthrights. Take stock, take action, because it is later than one might think.

Section II

Developmental Characteristics

Jean E. Folkerth

PROJECT REACH CAMP STAFF TRAINING SERIES, 1979

A developmental characteristic chart is an outline of generalized traits or behaviors usually found in a specific group. They are not hard and fast rules of behavior, but guidelines of what to expect from a person at a given age.

The following charts outline the developmental characteristics for four age groups of children usually found in camps (5-7 year olds, 8-10 year olds, 11-13 year olds and 14-16 year olds). Each chart lists general traits of physical growth and development, such as muscle development, height spurts and sexual changes; behavior characteristics, such as interests, activity levels, and personal/social traits; and special considerations, such as type of activity appropriate for age and hints to help provide emotional and social support and interaction. Also included is an abbreviated chart for three groupings of adults.

This information will help camp counselors to plan activities which will be in the general interest and ability ranges of their campers. Studying "normal" developmental characteristics will provide guidelines to begin planning and organizing programs, but will not take the place of getting to know each camper individually and planning programs to meet their individual needs. They provide a starting point from which to analyze skills, formulate objectives, and modify instruction to teach the skills selected as meeting the overall objectives of the camping program.

Jean Folkerth was a research assistant at the University of Kentucky for Project REACH.

Developmental Characteristics of 5-7 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Period of slow growth. Body lengthens, hands and feet grow larger. Good general (large) motor control, small muscles and eye-hand coordination not as developed but improves about 7. Permanent teeth appearing.	Attention span short, but increasing. Activity level high. Learning to relate to persons outside family. Learning concepts of right and wrong. Becoming aware of sexual differences. Developing modesty. Becoming self-dependent and given time, can do things for themselves. Inconsistent levels of maturity, can be eager, self-assertive, aggressive, and competitive.	Active, boisterous games with unrestrained jumping and running are good. Climbing and use of balance boards good. Rhythmic activities, songs and dramatics good. Limit activities to 15-30 minutes, since attention span is still short. Training in group cooperation, sharing, and good work habits important. Need concrete learning and active participation. Freedom to do things for self, to use and develop own abilities.

Developmental Characteristics of 8-10 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Growth slow and steady. Girl's growth spurt occurs about two years ahead of boy's Slow maturing boys at a disadvantage because of stress on physical ability. Before the growth spurt, boys and girls are of equal strength, afterward boys are stronger and often develop athletic skills and prowess. Large muscles still developing, but control over small muscles is increasing. Manipulative skills and eye-hand coordination increasing.	Stable traits are agressiveness in males and dependency in females. Age group is usually energetic, quick, eager and enthusiastic. Often restless and fidgety, need action continuously. Eager for large muscle activity, organized team games. Noisy, argumentative, yet highly imaginative and affectionate. Self-conscious and afraid to fail, sensitive to criticism. Interest fluctuates, time span (interest) short. Group-conscious, the age of clubs and the "gang" element. Boys still tend to play with boys, girls with girls. Boys and girls becoming rivals and beginning steps toward heterosexual relationships evident. Beginning to learn about moral judgments and learning to apply principles to determine right and wrong. Tremendous interest and curiosity about everything around them. Beginning to achieve independence outside family and learn to relate to adults.	Need praise and encouragement. Exercise of both large and small muscles, by using whole body activities, team sports, arts and crafts, dramatics. Want a best friend, and membership in a group. Need definite responsibility and training without pressure. Need a reasonable explanation and guidance to channel interests and answer questions.

Developmental Characteristics of 11-13 Year Olds

Physical Growth and Development	Behavioral Characteristics	Special Considerations
A "resting period" followed by a period of rapid growth in height and weight. This usually starts between 9 and 13 although boys may mature as much as 2 years later than girls. At these ages, girls are usually taller and heavier than boys. Reproductive organs maturing. Secondary sex characteristics developing. Rapid muscular growth. Danger of over-fatigue. Girls are becoming gradually less active.	Wide range of individual difference in maturity level. Gangs (groups) continue, although boys tend to be more loyal to the group than girls. Time of awkwardness and restlessness. Teasing and antagonism exist between boys and girls. Opinions of group become more important than those of adults. Tend to be overcritical, rebellious, changeable, uncooperative. Self-conscious about physical changes. Interested in making money. Imaginative and emotional with hero-worship evident. Asserting independence from adults, although time of strengthening affectionate relationships with specific adults.	Greater interest in outdoor activities. Competition keen. Willingness to submerge self for benefit of group (team). Organized games needed. Boys and girls begin to differentiate play preferences, thus making co-recreation difficult. Skill is essential for successful group participation. Students willing to practice skills, but need guidance. Boys greatly interested in team (group) sports. Discipline can be problem because of "spirit" of group. Good age for camp because of general enthusiasm.

Developmental Characteristics of 14-16 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Sexual maturity, with accompanying physical and emotional changes. Skeletal growth completed, adult height reached (95%), muscular coordination improved. Girls achieve puberty at 13, boys at 15 (on average). Variance great because some complete adolescent development before others start. Girls are generally about 2 years ahead of boys. Skin difficulties and complexion problems evident. Can require medical care and be a cause of real emotional concern.	Between 12 and 15, shift from emphasis on same sex to opposite sex. Girls develop interest in boys earlier than boys in girls. Concern about physical appearance. Social activity increases, preoccupation with acceptance of group. Increased learning and acceptance of sex role. Time of adjustment to maturing body. Achieving independence from family a major concern, yet may have strong identification with admired adult. Searching for self and self-identity. Beginning of occupational choice. First love experiences and going steady occur. Going to extremes, "know-it-all" attitude may be evident.	Acceptance by and conformity with others of own age important. Need unobtrusive adult guidance which is not threatening. Need opportunities to make decisions. Provision for constructive recreation. Assurance of security, being accepted by peer group. Understanding of sexual relationships and attitudes. Opportunity to make money. Boys leisure activities tend to still center on "sports," but girls generally spend more time "going places with friends," talking on telephone and other indoor activities.

Developmental Characteristics of Older Campers

Older Adolescents and Young Adults	Adults	Older Adults and Senior Citizens
Becoming independent and making it on their own. Developing skills, knowledge, and competencies to earn a living and achieve success in adult life. Continuing to learn about self. Idealistic view of adult life. Interests narrow and "specialization" in one or two areas emerge. Acquiring skills, attitudes and understanding of person of opposite sex. Choosing a mate. Formulating values and developing a philosophy of life. Choosing and entering a vocation.	Achieving satisfaction in one's vocation. Assuming social and civic responsibilities. Developing skills that are family-centered. Becoming parents and raising children to become responsible and well-adjusted. Learning to relate to parents and older adults. Testing and refining values. Learning to cope with anxiety and frustration.	Building a new relationship with grown children. Learning to relate again to one's spouse. Adjusting to declining energy and physical changes of aging. Coming to terms with one's life goals and aspirations. Developing leisure activities. Adjusting (if necessary) to reduced incomes. Adjusting to changing roles, interests and capabilities. Accepting the reality of death.

Psychosocial Needs of the Individual

To help you to better understand the campers (and perhaps yourself) the following material is made available. All human beings have the same following fundamental needs:

1. The need for *Recognition* including social approval, prestige, status and commendation, which causes the child to avoid situations which result in ridicule, scorn, or disapproval.
2. The need for *Affection* including appreciation, understanding, intimacy, and support which causes avoidance of situations where there is a lack of love and appreciation.
3. The need for *Power* including achievement, success, and mastery which results in the avoidance of situations involving frustration and a sense of failure.
4. The need for *New Experience* including novelty, adventure, excitement, thrill and change, which causes avoidance of situtions of dullness, monotony, and boredom.
5. The need for *Security* including protection, confidence, and optimism, which bring about avoidance of situations of fear, apprehension, danger, insecurity, and pessimism.

Recognizing that these are funamental psycho/social needs may help you to interpret more correctly the behavior of individuals. Certain individuals will actively attempt to satisfy these needs even at the expense of other persons. The better integrated and socially conscious person will attempt to satisfy these needs, but will recognize the rights and needs of others as well. The timid and less aggressive personality may consciously move in the opposite direction because of a feeling of inadequacy or lack of security.

Section II

Understanding the Camp Group

John A. Friedrich

CAMPING MAGAZINE/APRIL 1952

In recent years considerable emphasis has been given to understanding campers as individuals. This is a valuable and beneficial addition to the betterment and growth of camping. But it is also important for the camp leader to recognize and understand the camper as an individual in a group. Alone, a child responds and acts much differently than when subjected to the various social and emotional pressures of a dynamic group.

Camp units, cabin groups and activity groups have a unity of their own. Most leaders recognize this and will speak of a group as having a distinctive personality. At any one age level and in any one activity group, with the same leader, one group enters well into discussion, another is apathetic, and a third is boisterous. What creates this difference between these groups? The entire answer cannot as yet be given. However, we do know that any group is very much like an organism. It creates such conditions that its members will behave in certain ways because they belong to it. Thus a boy who is very unsure of himself and likely to challenge a leader, may calm down if he is in a group with an easy-going tradition.

In trying to determine the reasons for problem behavior it is always wise to consider the effect of the group on the child. Proper grouping of children in a camp situation can often do much to eliminate existing problems as well as to prevent others from occurring.

Cliques and subgroups

It is almost inevitable that cliques and subgroups will be found in camp. The important question is, how many form, on what basis and how they feel toward each other. Among camp children similarities in play and work interests and abilities determine to some extent clique formation.

Since clique formation often gives rise to bitter feelings and acts of discrimination it is frequently necessary for a leader to exert his influence in giving guidance to the group, particularly if the clique has taken the form of a racial group, economic-level group or secret society.

A clique may arise because its members differ in ways which meet their mutual needs. For example a boy with a very active imagination for creative dramatic play may attract a small group to him because he furnishes them with an excitement they can only get from him.

The problem for the leader who wants to appraise the effects of subgroups either on the group as a whole or on a single individual is to estimate the purposes these small groups serve. Once these purposes are recognized, steps can be taken to effect corrective measures if such would be necessary. The intelligence and judgment employed by the leader in dealing with cliques and subgroups can determine considerably whether or not the purposes and objectives of such will be socially acceptable and beneficial.

In 1952 John Friedrich was a faculty member at Michigan State College in East Lansing and Director of Clear Lake Camp, Oxford, Michigan.

Group role playing

The specialized function of an individual within a group is called a role. In some groups a child may feel impelled to play the role his group feels he has assumed. Thus among the older campers, a leader may take on boldness in confronting adult leaders which he would not exhibit but for the presence of his friends. Frequently this factor makes understanding a child rather difficult. For example, a boy may be "bad" partly because he is living up to a previous reputation. It is important for camp leaders to find out how other campers expect a certain individual to behave. He may be unable to change his course of conduct unless he is helped to build a new reputation or is given a chance to make a fresh start in a new setting.

Type of roles

Within most groups there are certain roles which are quite common.

Leaders—Whenever a group of human beings is acting together one person is almost sure to stand out by giving instructions, settling disputes, or setting an example. In a camp situation, leadership sometimes shifts from one child to another depending upon activities. Frequently, however, there is a single strongly entrenched leader. Often the leader at camp is distinguished by his superior ability in various camp activities as well as by his pyschological understanding of others. Camp leaders may do well to employ the influence of youthful leaders more than is now customarily the case.

There is a big difference between a natural leader and someone delegated certain powers. It is very tempting to overlook this fact and to appoint a child we like to a leadership position. However, such action may cause considerable conflict within the group.

Advocates—In certain groups, one of the members may be especially adept at making alibis, rationalizations or clever negotiations. He may lack the sensitivity for people or boldness of action of the leader, but he indirectly exerts leadership influence by his role as the group diplomat.

Clown—Often a camp group will have an individual who stands out as the clown or joker. Sometimes they are boys who have some handicap; that is, they are markedly fat or thin, tall or short, or else below par in skill. By combining humor with self-display they win a place in the group. Often their actions may act as a thin veneer for feelings of inferiority and many times there may be several reasons for their actions other than group expectations.

Fall guys—Some groups accept individuals mainly because they are willing to play the scapegoat and take the blame for the group in various matters, thus giving them more psychological security. The individual's basic motive in assuming such a role is to gain acceptance by the group and possibly receive a certain perverse satisfaction as a martyr.

Mascots—A very interesting phenomenon occurs in some camp groups which include a youngster whom the others

regard as different from themselves, but against whom they are unwilling or unable to direct open hostility, or over whom they are ashamed to show their real superiority feelings. They make him a mascot. This frequently occurs in the case of an undersized, handicapped, or minority group child.

On the surface this looks much less harmful than open prejudice or discrimination. For the individual, however, it may carry heavy problems since his self-respect may be greatly threatened, yet he is denied any reason for open rebellion.

Contagion of behavior

If poor behavior on the part of an individual is likely to be contagious, we may be justified in taking rather firm action. However, if there is no such danger, we can safely resort to such techniques as ignoring and omit threats or punishment. When behavior gives expression to impulses which are shared by several children and which they do not control, it may affect the entire group. Thus, if during a camp dramatic program, a child begins coughing, a group which is bored may be seized by an epidemic of the same kind of noise making. The reason for this is that the children have built up the need to move around and to be relieved of this tension. The openly demonstrated courage of the child who "broke the ice" by seeking release for himself acted as stimulant for similar behavior in all others.

It is important to recognize this fact in the camp situation inasmuch as contagion of behavior is often prominent in the entire camp environment. Whether or not an act will be contagious depends upon the way the original act was performed as well as the individual who did it. If the individual who started had acted guilty about it, the others would probably not have followed suit. The same applies if the individual was disliked by the group.

Scapegoating

When a camp group exhibits a tendency to be cruel to its least popular members or when there is evidence of great friction between set groups we may suspect scapegoating is taking place. Nearly anyone may be picked for the role. In many cases the effects can be very detrimental to the individual involved. It behooves the camp leader to handle the situtation very carefully in order to avoid increasing group dislike for the scapegoated member, as well as avoid tempting the scapegoat to vie for leader protection.

Most of the time membership in a group is an emotionally strengthening experience. When any young person who genuinely belongs to a group gets in trouble or needs help, the others are almost sure to come to his rescue. A camper who is "in bad" with a certain counselor will be given not only sympathy, but a good deal of advice on how to "get around him." This aspect of group life is one which can be very profitably used to aid children who need help. The trick is in knowing how and when to make use of it.

Group atmosphere and morale

One of the significant qualities of camp groups is their emotional climate or general feeling tone. This is very much dependent upon the attitude of the group leader. In promoting the best type of mental hygiene the leader will be much more successful if he attempts to reduce the pressure and tensions within the group.

Various groups have different atmospheres. Moreover, differences in group atmosphere give rise to differences not only in the type of difficulty with which young people must cope but also in the type of solutions to those difficulties which appear to work. When two leaders have different impressions of the same child, it may be that each is seeing a contrasting reaction due to a difference in group atmosphere. If possible it is usually best to allow a child to spend as much time as possible in the group where he works best with other children.

To be sensitive to conditions which endanger good morale, and to be skilled in the techniques of strengthening and repairing it, are assets of all good group leaders. Group pride and group self-discipline are essential to good group morale. However, too much group pride can lead to a dangerous condition often involving acts of destruction.

Group disintegration

Few things can make a camp counselor feel more futile than to have his group go to pieces. In some cases this may be just temporary. However, in others it may be the typical state of affairs. In every case group disintegration has a reason and demands thoughtful attention.

There are numerous conditions which can lead to group disintegration. Long periods of empty waiting may be one cause. Campers, if confronted with tasks they cannot accomplish, may vent their frustration in bickering that can wreck any possibility of teamwork. Clique warfare, too much competition, unexpected change (especially in leadership) and lack of motivation all may tend to cause disintegration in a group.

An orderly cabin may lose its morale if surrounded by disorderly cabins. When a group goes to pieces, life becomes very insecure and perilous for its members. The weaker group members may be highly disturbed.

Group standards

The standards of conduct derived from juvenile group forces are very powerful. They are often more influential than most educators realize.

In a head-on collision between the group standards and the counselor's code, the juvenile code is likely to prevail, although its triumph is usually masked. Beneath the surface the campers' lasting attitudes are formed by the dynamics of their own groups.

Importance of the camp leader

The social climate which determines group action can be considerably influenced by the leader. Cooperation-evoking techniques are much superior to dominating methods in camp. Cabin group spirit and character can be well molded or badly mutilated by the action and techniques of the counselor.

As a large group, most camps are divided into subgroups and cliques each with its own structure and traditions. Under these circumstances, group psychological forces come into play and greatly influence each individual. The camp leader has it within his power to influence these groups and in turn the individual, either for good or bad, depending upon his ability and his handling and understanding.

Section II

Family Camp: It's the Little Things that Count

by Dick Angelo,
with Sharon Miller and Carol Schulbert

JOURNAL OF CHRISTIAN CAMPING/JULY-AUGUST 1977

You've sent out colorful brochures, lined up a good speaker, and made sure the facilities are in good shape. Great. But will these efforts be enough to insure a family camp experience that families leave reluctantly, saying, "See you next year?" Let me share some of the little things that have brought an increasing number of people back each year to family camp at Forest Springs.

That first day

Make it one of your goals on that first day to ease the tension and anxiety your family campers are feeling. The families will be tense for a variety of reasons, especially those never having been to family camp before. Put yourself in the place of your campers as they enter your camp area. What would some of your questions be? "What's going to happen this week?" "Who will be here?" "Will we know anyone?" "Where do we go now?" "Will we do things together as a family?" "Will people like us?" As each family drives into the camp center, their initial experiences are probably the most crucial of the whole week. Make sure the little things are working for you to make camp a good experience from that first day. What have we done at Camp Forest Springs to ease this tension level?

The answer starts with available people. Assign two or three staff members to greet people as they drive into the main parking area of your camp. Be sure these staff greeters are familiar with the families who are coming, know the number of people in each family and the name of each member. When a family is met with a friendly hello and escorted to the reception/information area, the tension of "Where do we go now?" is erased. The greeting staff members introduce themselves and are responsible to introduce the family to the staff member assigned to the family for the day.

This staff person takes the family to their cabin or camping area, answers their questions and helps them get settled. The staffer may offer to take them on a tour of the grounds or suggest ways for this family to begin getting acquainted with the other campers. Before leaving, he or she reminds them that the first item on the schedule is "Supper at six" and makes a point of seeing them again later at that time. The availability of this staff individual says to the family, "I'm here to see that everything works out for you."

Over and above the staff assigned to meet people, assign several maintenance people to assist campers with tents, travel campers, and recreational vehicles. These staff people work in the camping area to help camp families physically situate their recreational vehicles—to park them, block them, make any necessary electrical connections, and meet whatever needs may arise.

You can also ease anxiety by providing written materials that answer the predictable questions your families will ask. At Forest Springs we prepare in advance a packet folder for each family containing the following:

—schedule for the week
—map of the camp area
—map of the trails and cook-out sites
—information sheets about the camp: These sheets may run two pages (front and back) and contain everything we can think of to help a family have a better time at camp, including:

  —location of the trading post (camp store) and its hours
  —office hours and telephone usage
  —location of the restrooms
  —names of the speakers
  —list of all the families at camp; their home addresses and names of the children
  —rules for some of the sports (especially those not played at home, for example, box hockey)
  —waterfront guidelines

—activity sign-up sheet for optional activities
—list of all camp staff, their names and positions
—sample camp postcards
—nametags for adults (We ask they be worn the first 1½ days.)

We encourage our families to get settled in their cabins or camping area before registering and paying their fees. You ease the stress factor again by postponing registration to a more convenient time of the family's choosing. Let them know there will be opportunity to register after the evening meal and tomorrow.

Next question? Your families are arriving for the first scheduled camp activity—supper. What "little things" can you do?

Give them a nice welcome at the table. You may want to let them know about your table procedures this evening or during orientation tomorrow. To insure that a family will find places together at a meal, if desired, familes at Forest Springs have the option of "table cards." A stand-up card on a table with the family name and number of people reserves their place at meals. Other campers or staff may fill in the remaining number of seats at that table. If this reservation procedure is followed faithfully, it frees the family from the pressure of being right on time or early to meals in order to find places together. And they'll appreicate that.

A few words at supper regarding the evening schedule would also be in order. Make that first evening low-key. We provide a few optional recreational activities—volleyball, an organized camp at the recreation field. The evening Bible hour may begin at 7:30 or 8:00 PM and the Trading Post is open after that. Families are free to retire whenever they wish. The main camp building may close around 10:30 PM.

Why so low-key? I don't believe it's good programming to start off the first night with a bang. Society is already moving too fast. At camp we need to help the families slow down that night to prepare for the rest of the week. In pro-

Dick Angelo is director of Camp Forest Springs, Westboro, Wisconsin.

gramming, we want to pick up the momentum gradually throughout those first days to reach a peak about the middle of the week. Then, by slowing down again toward the end of the week, the family leaves relaxed, not having done all the things they wanted to do and anxious to come back. We want them to leave saying, "I wish I could stay another week," not "I can hardly wait to get home and get some rest."

On each following day

Make it a goal of your staff to meet individual family needs.

With this in mind, present your camp orientation on the morning of your first full day. Why wait? Mentally the campers are not ready to handle it before then. At Forest Springs that Sunday morning we may spend 1½ hours with the entire family (except the very small children), letting them know the exciting things they can do at camp. Introduce each staff member and their instruction area, go over the schedule and Bible classes offered, introduce these teachers and speakers. Also have registration available for those families who need to complete that. Time spent now with your families insures a good experience in the program options offered *at* camp.

Then, what about outside of camp? In programming optional activities, we take a look at our culture, the area around the camp, and ask, "What do we have within a 45-minute drive that would interest our families?" Some of our options include:

—visits to a professional artist and antique collector
—visits to a local factory manufacturing rustic furniture and wall decor
—visits to a mink farm
—visits to the famous local pizza factory
—golfing

Trips are scheduled in advance and families sign up the first day. On these trips families provide their own transportation and organize their own rides. The time of departure is announced at the noon meal the day of the trip. We provide one staff member as escort.

Canoe trips are another popular option. These are offered at additional cost and are the only activities on which camp vehicles are sent.

Near the middle of the week, we also offer a hay ride for adults (age 18 and over). Babysitting service is provided by assigning available staff members to be with the children and get them to bed in their cabins. We also offer a youth program that evening for older youth who have parental permission to stay up late.

These out-of-camp activities are in addition to the regular camp schedule. We also try to vary these special activities every few years so there is always something new for the returning family.

Programming slows down toward the end of the week. On the last evening we conclude with an Awards Night. Certificates for achievements are presented. Humorous awards, recalling the fun events of the camp week, are also given. Kept in good taste, so as not to embarrass anyone, they add "the icing to the cake" for your family campers.

In meeting family needs, look for ways to provide those nice extras. Evaluate your situation to see what is possible in the area of child care. At Forest Springs babysitting is provided during all adult Bible classes and the evening chapel time. We want to free parents to be as fully involved in the Bible schedule as they desire. While our staff size does not allow for babysitting at all times, we try to provide limited babysitting by appointment. This service is for the family who could not otherwise be involved in some special activity.

But what is the vital element in providing these little things? Personnel attitude. The theme for the entire family—camp staff is service. Each one is there to look for needs to be available, and to give "our" families the best possible time. Encourage your staff to be sensitive to the needs of the people—to see each individual family as a unique group and to ask God for wisdom to meet their needs. If we have this vision of ministry to individual needs, our families will leave at the end of the week saying, "These people really care. I want to come back."

Section II

Some Intergrouping Principles and Observations

Russell Hogrefe

CAMPING MAGAZINE/JANUARY 1982

Editor's Note: The following article was taken from the paper "Enriching the Camp Experience." It was issued by the Fund for Advancement of Camping and printed in Camping Magazine. This is only one part of the paper. The paper in its totality includes five case studies of private camps who successfully integrated their programs.

Ethnic background and economic class

Differences among people of differing economic circumstances tends to be as great or greater than those of differing ethnic backgrounds. Economic background is frequently reflected in quality and depth of education. It also affects food habits, recreational patterns, and the way interpersonal relationships are handled. The principle involved is that it is easier to deal with one or the other of these differences, ethnic or economic class, rather than to deal with both of them at once. There are many minority families with financial means to send their children to private camps. Their resistance to their children attending a camp is more likely to be based on their lack of personal experience, or on understanding the values of camping. rather than on cost. Private camps have the interpretive materials to develop such understanding.

One camp director said that children of friends were the source of their campers. They saw that the way to integrate their camp was to widen their circle of friends. To the extent that such new friends are not just "cold canvassed" from anywhere but already had some personal relationships to existing camper families, the smoother the transition to an integrated camp would be.

Prepare the "In Group"

Much has been written about the efficacy of preparation versus confrontation as a strategy for introducing people who are "different" into a new situation. When one digs through the arguments pro and con, he is likely to conclude that the preference has more to do with leadership style than with the value of one tactic over another. Leaders who feel comfortable handling human relationships "on the fly" are likely to be successful with either approach. Leaders who feel they will be thrown by some negative reaction will want the assurance that preparation and planning provide.

There is considerable evidence that if a child or two from different backgrounds showed up in each tent or cabin one summer, nothing unusual would happen. Friendships would evolve based on skills and personal interests rather than ethnic background. This would be less likely to happen if the "old" campers had developed group relationships on the order of a clique. In such cases, isolation of a new camper of even the same background is just as likely to occur. The principle here is that integration is more of a problem of adult attitudes and hang-ups than whether children of different backgrounds will relate together.

Much of the mainstreaming of handicapped campers indicates that children have fewer preconceptions and more tolerance for differences than adults perceive them as having. The same goes for ethnic differences. As all good camp staff already know, campers take more clues for how they behave from the adults around them than we at times would like them to do. If counselors accept campers who are different as a normal part of the environment, campers will also.

Placing "different" campers in groups

Integrating a camp poses questions of how to assign new campers who are "different." Spreading them out one in each small group living unit may make them so isolated as to make the camper uncomfortable by sheer weight of numbers. On the otherhand, if all the campers who are different are assigned to one or two small group living units, this highlights their difference and sets them up for discrimination. The principle is to find a combination that has a reasonable chance of working. All first-year campers with one who was "different" would probably work because all have their newness in common. A newcomer who is a good athlete in a group interested in athletics may work because of their common interest. If the newcomer enhances the group image as athletes, he is home free. Special skills of a newcomer enhance the value of that camper to the group and aid integration. Positive recognition by the camp of the history of an ethnic group gives dignity to that group and helps acceptance of its members.

How many ethnic groups at a time?

People from different ethnic backgrounds are perceived differently by members of the "in group." In general, people who appear more like members of the "in group" are more readily accepted. Somewhere in the literature of psychology of integration there probably is a rank order of physical characteristics from most to least readily acceptable. The overall principle of starting integration by dealing with one problem at a time would dictate that the way to start is by first bringing in minorities of similar appearance.

Another principle is worth noting. It appears that if a camp is becoming integrated, bringing in a broader spectrum of people from different backgrounds seems to soften the impact of integrating the "most different." The camp that spoke of bringing in Mexican, Chinese, Japanese, and blacks probably found it easier with this diversity of ethnic members.

The principle of a camp dealing with integrating one individual difference at a time appears not to be followed in the example cited above. The basic principle does hold, however, of starting integration with people who are most similar in physical characteristics, and moving toward people who are more different. It appears that if a camp is becoming integrated, a broader spectrum of differences seems to soften the impact of integrating the most "different."

Russell Hogrefe is Section Executive for Illinois Section of American Camping Association.

Age is a factor

Ethnic background and parental sexual hang-ups do not easily mix. Campers who have achieved sexual maturity conjure up all kinds of anxieties on the part of many parents. Resistance to integration can, in these cases, have as much to do with age and sex as ethnic differences. The principle is to start integration at an age level where sex is not a problem. As people get to know one another, personal friendship and trust ameliorate some of these anxieties as they get older.

Choosing minority staff

Camps frequently feel they should bring on staff persons of the same background as the campers they are beginning to integrate. They should, but it doesn't work automatically. Class differences affect the relationship of counselors and campers of the same ethnic background. An upwardly-mobile college student from a family that feels it has "moved up" may resent campers from that ethnic background who are poor and uneducated. This resentment, of which the counselor may not be aware, may expose campers to worse treatment than if the counselor were of a different background and had less understanding of these children. The principle is to find staff of any background who are sensitive to individuals and can be evenhanded with everyone.

It is well-accepted that camp staff from a variety of ethnic and nationality backgrounds enriches the camp experience. Under good circumstances, the same will be true of campers. Like all good recipes, the proper mixing of ingredients under appropriate circumstances controls the end product.

Some real differences

While it is obvious that campers can be campers regardless of race, creed, or economic differences, there are some real differences that need to be understood. For black campers, particularly girls, care of hair is one such problem that needs to be recognized. Food should not be served to ethnic groups in violation of their religious beliefs. Such problems are similar to the kind of accommodation camps have always made, such as getting Catholic campers to mass on Sunday.

Concluding observations

An important contribution of many camps, who have developed in intergrouping programs, is their experience with finding funds to bring in campers who did not have the financial resources to pay the usual fees. Foundations and FAC supported these integration efforts and the camps shared in the cost. Campers, parents, and former campers contributed generously so that others from different backgrounds could enjoy the same rich experiences.

The motivation for integrating children who are "different" into camps springs from many sources. The camps reporting here have alluded to religion, democracy, humanism, and a sense of "just the right thing to do" as the motive for their efforts. As the world shrinks and becomes more ethnically homogenized, campers need more and more to have experiences with others from different backgrounds. Camp is too well suited to the task of helping people live and work together to abridge this opportunity.

Section II

Senior Camping

Phyllis M. Ford

CAMPING MAGAZINE/JUNE 1978

Jessie, in her 80s, wants to buy a sleeping bag. (She borrowed one this year.) Henry, in his late 70s, wants some new fishing tackle. Carl is waterproofing his old boots. Gladys is repairing her old sweater. Grace is going to a chowder supper, the proceeds of which will help defray her camp expenses. Mary's daughter and son-in-law gave her a week at camp for a Christmas present.

All over the country, people are getting ready to go to camp; not just children and youth, but all people, particularly grandparents. Senior citizens are going to camp in New Hampshire, Arizona, California, Oregon and many other states. And why not? Instead of spending retirement days sitting and daydreaming about their grandchildren's organized camping experience, many senior citizens are packing up and going to camp too.

In Arizona, the Salvation Army camp sponsors special two-week programs for senior citizens who come by bus from miles around. Many seniors return to camp in subsequent years and plan camp reunions periodically. Generally, senior camps are sponsored by municipal recreation departments which lease private, church, or agency camps during the late spring or early fall. In these cases the administration of the senior camp is shared by the recreation personnel and the owner/director of the camp. The major share of the responsibility is that of the recreation department personnel, with support, guidance and coordination from the camp owner/director. The specific recommendations which follow are geared to make camping for seniors safe, enjoyable and valuable.

The site

While some camps do not lend themselves to use by seniors because of distance from their homes or terrain which is difficult to travel, many camps can be utilized with no modification. Consider the following when looking for a site for a senior adult camp or when thinking of adding a senior adult camp program to the present camping program at an already established site:

Levelness of land around the main camp buildings.

Wide, smooth walking trails within main camp building area.

Dr. Phyllis Ford is a professor in the Department of Recreation and Park Management, University of Oregon.

Buildings that are free of steps or have very few steps.
Ramps for those buildings having many steps.
Smooth, fairly level and easy trails near camp buildings for walking.
Nature formations of interest within short and easy walking distance from main camp buildings such as a lake, stream, river, pond, waterfall, etc.
Various levels of hiking trails: easy, medium, difficult.
Interesting topography, variety of plant life.
Driving time to camp site from camper population area.
If campers will be driving for over two hours in some mass transit means (bus), a rest stop with a snack and toilet facilities should be planned about halfway to the camp.
Points of interest near camp that could be used as short sightseeing trips.
Town or city nearby for emergency care.

With few alterations, many camps have adequate living and program facilities for senior adults. Sleeping quarters need not be elaborate. The senior adults, like all other campers, will enjoy a certain amount of camping or roughing it. The major consideration is that no senior be permitted to sleep on an upper bunk. The following points should be considered for sleeping quarters:

Well insulated and heated.
Indoor toilet facilities or outdoor toilet facilities near each sleeping room with night light on.
Running hot and cold water.
Beds should be comfortable; if the camp has bunk beds, campers should only sleep on bottom bunks.
Put two mattresses on bottom bunk to make it easier to get out of in the morning.
Chair to sit on near bed.
Sleeping quarters should be as private as possible; rooms for two, three or four are ideal; dorms should be considered as they do work, but have dorms separated: one all male, one all female.
Storage for belongings.
Have a comfortable living area in sleeping quarters.
Consider these points about toilets:
Indoor if at all possible.

Grip bars on either side of toilet.
Signs for male/female if the toilets are outside.
If pit-type, some kind of solid air-freshener device.
Lights on at night so toilets are easy to find in dark.
Some points on showers/bathtubs are:
Individual showers if possible.
Signs for male/female.
Non-slip floor when set; if floor is slippery when wet, masking tape can be applied.
Chair or bench near showers or bathtub to place items on or to sit upon.
Hooks to hang clothes, towels, etc.

There will probably be more women than men attending a senior adult camp, as well as some married couples. Generally, married couples wish to share the same room, although they are good sports about separating and going to the girls' or boys' dorms. All boys or all girls camps can be modified for seniors by placing appropriate designation signs on the toilet rooms and shower houses.

Food service

The kitchen for senior adults need be no different from any other camp population. There are times when certain seniors, particularly the men, may wish to try their hands at baking cakes or fancy cookies. In this situation, the ingredients may be taken to the dining room and assembled; then a staff member may take them to the oven for baking. Seniors making, cutting and decorating gingerbread men or cookies resembling objects around camp becomes a popular and safe activity as long as the participants stay outside the kitchen.

For meals, seniors prefer chairs to benches. Since there are probably fewer senior adult campers than the usual number of children attending camp, it is quite simple to find enough dining chairs, even in the camp where benches are usually used.

Staff and program

When senior adult camping is sponsored by a municipal recreation department, the staff is usually supplied by the municipal program. In many cases, seniors can do their own staffing and, certainly, the ratio of staff to camper can be fewer than the ACA recommendations of one to eight.

The program should be planned with the seniors and by the seniors. In one camp, the main purpose of the week's stay was to facilitate an oil painting class, the chance to paint real forests and streams. That program, understandably, had a major emphasis on arts and crafts of all kinds and every supplementary program could be related to the art interest. Other program ideas include:

Arts and crafts—sketching, painting, water, oil and acrylic, nature crafts, weaving.
Hikes—nature, night, early morning, bird watching, some other natural element unique to the area wildlife.
Sports—horseshoes, darts, any sport modified, i.e., softball or mush ball. Physical fitness sessions (mild exercises to limber up muscles).
Puppetry and drama—making different types of puppets: glove, sock, paper, skits, talent shows.
Music—singing, listening, performing in a group or alone.
Library—books on points of interest in area, birds, trees, animals, short stories.
Storytelling—tall tales, fairy tales, yes, senior adults can have fun reflecting: "When I was young . . ." or "I remember . . ."
Social hour—the hour before dinner provides soft drinks, juice, and snacks; campers bring other drinks to add to

those provided, if desired; time to relax from day's activities; cards, table games.

Quite times—sitting and enjoying the scenery, discussions.

Health

Probably the main reason more camp directors do not lease their camps to senior adults is the concern for health and safety. Camp directors are prepared for emergencies with children and youth but not those emergencies and illnesses which accompany old age. The possibility of a senior adult passing away while at camp is something many camp directors are unable to face. The senior adults are less concerned and seem to be able to take such rare occurrences in stride, even discussing the fact that since death is inevitable, one is fortunate to spend his last moments in such a beautiful and serene setting as a camp.

The role of the camp nurse may be the most important staff function in a senior adult camp. The nurse is usually recruited by the recreation department and is a community volunteer. Some aspects to consider in a health program for senior adults are:

Have the camp nurse read and keep up-to-date on current aging thoughts and practices.

Have a registered nurse on duty at all times.

Medical history form should be as complete as possible, and the medical history form should be required of all campers.

Thought may have to be given to those campers who do not believe in medical assistance because of religious convictions.

Have camp nurse talk to each camper before coming to camp.

Have camp nurse talk to each camper upon arrival at camp.

Introduce the camp nurse and show campers where they can go for medical assistance;

Every hike or program that goes out of camp should take a first aid kit.

Have at least one staff member with each out of camp trip or program with at least a standard Red Cross first aid card that is current.

Keep a bound, blank ledger book to record all treatments of campers.

The camp nurse should remain in main camp building area at all times.

Arrange for emergency procedures so all staff know what is expected of them in case of a medical emergency.

Devise a form for incident but no accident. Example: woman on hike falls, but is not hurt.

Have nurse talk with staff on the special needs of seniors, also from health forms explain any added information that staff may need to know about the campers.

Arrange for emergency transportation, know the closest source of oxygen;

Check into hospital entrance procedures.

Have camp nurse be one of the staff as much as possible;

Have blood pressure taken at any time,

In a camp at an elevation of 4,800 feet, blood pressure was taken every day and no differences were noted. The blood pressure was taken in the dining hall as all campers congregated there several times a day for socializing in addition to meals. Seniors were accustomed to blood pressure checks in their own community centers and found the attention a positive link with their lives in the city.

Camping for senior citizens is not new to the United States, but neither is senior camping as wide spread as is conceivable. The camp director who is concerned about increasing enrollment or about extending the camp season could well find his facility is easily adaptable to seniors. Certainly the early days of June and the Indian summer of autumn are good days for resident camping, and the seniors' time is not concerned with school dates.

An enterprising businessman often adheres to the ecological principle which avows that stability in any system depends upon diversity. There are many viable ways in which the camping field can diversify its program and make a more stable base of operation. Working with senior centers in municipal recreation departments or with activity directors in retirement centers and communities could lead to an expanded program, an augmented income, and serve a population which needs and wants camping.

The success of such a program is contingent upon the flexibility of the program and the personalities of the staff, much as is the success of any camp program. If camp directors are interested in further diversity and serving wider ranges of groups and interests, the possibilities are endless.

The 1976 edition of the ACA Standards book states, "the essence of camping is the positiveness of life." Surely this essence should be experienced by all people, no matter what age they may be.

Section II

A Camp Director's 10

Ralph W. Smith

CAMPING MAGAZINE/JUNE 1980

Handling inappropriate camper behavior is undoubtedly one of the most difficult and frustrating tasks faced by camp personnel. Novice counselors often come to pre-camp orientation expecting to learn a "formula" that will work for every child in every situation, only to discover that no such prescription exists. Nevertheless, since problem situations occur, no pre-camp orientation is complete without a discussion of effective techniques for managing camper

Ralph Smith is the on-site director of Camp Greentop for physically disabled children and adults in Lantz, Maryland, and assistant professor of Therapeutic Recreation, University of Maryland.

behavior. The following 10 simple strategies, although far from a panacea, may provide an appropriate framework for such a discussion.

1. Reinforce desirable behavior. It is usually much easier to establish desirable behavior patterns at the beginning of the camp session than to alter problem behavior after it has started. If staff members think positively, campers will often react positively. A smile, gesture, or brief word of support is frequently all that is necessary to encourage a camper to maintain or to increase acceptable behavior.

2. Clearly state privileges as well as rules. Most camp activities or programs have set rules and procedures that are necessary for safety and efficiency, but too many don'ts violate strategy 1. Tell campers what they may do. If they clearly understand what is permitted they will not need to test to determine acceptable limits. Why not have campers participate in establishing some of the camp's rules and regulations? Research indicates that people are more likely to internalize rules they have helped establish.

3. Tolerate some unacceptable behavior. Too much attention to annoying behavior may not only interfere with an activity's effectiveness, but may serve to reinforce undesirable actions. Also, certain annoying behaviors may be typical for the child's developmental stage, so staff members should be alert to age-typical behavior patterns.

4. Use nonverbal cues. Before verbally responding to undesirable behavior, it is often possible to eliminate it by silently indicating disapproval of the camper's actions. Eye contact, accompanied by a frown or gesture, may control the behavior without the possibility of embarrassing the camper in front of his or her peers.

5. Consider redirection to a different task or activity. One of the best ways to avoid behavior problems is to keep campers involved in the task at hand. The challenges of any activity should be consistent with the camper's skill development, so plan for varying levels of skill and try to individualize tasks to each camper's abilities. Many behavior problems result from activity dissatisfaction or boredom and may be eliminated by "redirecting" the camper to another task or activity.

Despite careful attention to the above strategies, problem behaviors may occur which require immediate intervention. In some situations staff responses will be dictated by camp policy, but any disciplinary action should be fair, consistent, and administered in an understanding manner. The next strategies may be helpful when intervention is required.

6. Clarify consequences of unacceptable behavior. A camper should clearly understand the personal impact of his or her behavior. The staff member may point out the consequences, such as anticipated disciplinary action, should undesirable behavior persist. It also may be advisable to encourage the camper to clarify the consequences of his or her own actions by asking, "What things do you think will happen if you continue to act this way?" When clarifying consequences it is important to avoid using a threatening tone of voice and, above all, the staff member must be prepared to follow through if the undesirable behavior continues.

7. Clarify benefits of acceptable behavior. This is the corollary to strategy 6, and may be useful in concert with it. Staff should be reminded, however, that pointing out the benefits of acceptable behavior will be most effective if it occurs immediately after desirable behavior (strategy 1).

8. Use "time-out" procedures. It may be necessary to temporarily remove a disruptive camper from the situation in which problem behavior is occurring and place him or her in a location where little or no enjoyable stimulation is received. Once removed, the camper should be allowed to return after a short period of time, but it is important that this return be contingent upon appropriate behavior.

9. Punishment, if used, should be a last resort. Unlike the preceding strategies, punishment (of any kind) does not allow the camper to avoid the consequences by exhibiting acceptable behavior. Thus, attention is directed to the punishment itself, rather than to the problem and alternative forms of behavior Any form of punishment should be appropriate to the situation and, of course, must conform to camp policies.

10. If in doubt, seek help. This final and very important strategy should be used whenever the staff member feels incapable of coping with a particular situation or camper. Assistance also should be sought if a staff member is unsure whether or not his or her specific responses to problem behavior were appropriate. All staff must know, in advance, the appropriate personnel who will lend assistance with camper behavior problems, and it should be stressed that seeking help is not a sign of defeat or inadequacy. No one, no matter how experienced, has all of the answers to handling camper behavior problems.

Section II

Life Span Development

Discussion Questions and Resources

Questions

1. After reviewing articles in this section of the book, ask camp directors to describe various age groups they serve and the implications for the camp design.
2. What sources and techniques can be used for gathering information on campers? Ask camp directors to explain techniques and share forms they have used successfully.
3. How does the camping experience potentially impact on a camper's development and behavior?
4. What should a camp counselor know about group dynamics and interpersonal relationships? What kind of training experiences should be provided in this area during pre-camp training?
5. Do camper characteristics and needs change as society's values, technologies, and interpersonal relationships change? If so, in what way?
6. What procedure should be followed when enrolling a camper? What information should be included on the application form? Is the application form or enrollment procedure more complex for special populations?

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Section III
Administration and Organization

Stuart Mace visits many Easter Seal camps each year as a consultant in his role as Program Specialist for Camping and Recreation for the National Easter Seal Society. His discussion in this interview is reflective of the many and varied experiences he has had in helping camps work through administrative and organizational problems. Mace also addresses this issue from a practical viewpoint—as a former camp director. Another area of interest and involvement is his role as the Chairman of the National Standards Board of the American Camping Association.

QUESTION 1. *What is a camp director's role at camp?*

Mace: "The camp director's primary role at camp is syncronizing all operations of the program. That includes such things as supervising staff, maintaining buildings and areas, purchasing supplies and equipment, communicating with parents, to mention a few. In other words, the camp director is the catalyst, the person that pulls everything together into one smooth, harmonious operation."

QUESTION 2. *What do you consider to be the five most important responsibilities of a camp director?*

Mace: "There are so many important responsibilities; it is difficult to list only five. First, and these are not in any priority order, is to assure campers a healthy and safe experience. Second is to assure campers receive a varied and quality program experience. Another responsibility along this same line, is to provide staff and volunteers with a valuable experience. A fourth area and one that becomes more important, is to operate the camp program in a financially efficient manner. Last, but not least, is to comply with all state and local laws and regulations that apply to camp operations."

QUESTION 3. *What kind of background and experience helps prepare a camp director for the job?*

Mace: "First, and most important, is to have a variety of experiences in camping and recreation programs, and to be sure that the experiences include administrative responsibility along the way. I believe it is desirable to have a bachelor's degree in an area related to human services. There is another area that is difficult to qualify; it is a need for the camp director to have a desire to work with youngsters in this unique setting and to have a sound philosophy that he or she can translate into action."

QUESTION 4. *How important are management skills in the operation of an organized camp, and what skills are going to be most important in the future?*

Mace: "The skills that I see as being the most important, now, are the ones that will be most important to develop for the future. I see financial management, recruitment of campers and staff, and the ability to develop long-range plans as being the most important. Two skills—planning skills and marketing skills—will be the most difficult to develop; however they will go hand-in-hand with the camps financial management where securing new funding sources and increased use of computers will become more important."

QUESTION 5. *When a camp director evaluates or develops the organizational structure of a camp, what elements should be taken into consideration?*

Mace: "First, the organizational structure should reflect the philosophy of the camp. The philosophy should be clearly stated that includes compatible goals and objectives. Next, it must reflect the needs of the campers. Finally, it must, to some extent, reflect the facility and its location. I must add that ideally I do not think budget should be considered in this process; however, realistically it is difficult to overlook.

"This is a very difficult and complex process, and one that camp directors should discuss in more detail together. The response given here may give the impression that there is a definite approach and process, most camp directors wish it were that simple."

QUESTION 6. *How important is a camp director's philosophy to the success of camp operations?*

Mace: "Very, very important! It is an area that is often not fully developed by many camp directors or agencies. It is a must to a successful program. Philosophies can vary and cover a broad spectrum of ideas, but the differences are not the important consideration to developing a good camp program. The importance is: does the philosophy make good sense; does it hold together; can the camp director defend it to others?"

QUESTION 7. *If you had to identify the factor you consider to be key or essential to becoming a successful camp director, what would it be?*

Mace: "It would be the camp director's ability to coordinate a multitude of different activities that involve motivating and managing people. The camp director must be a generalist; a person who knows enough about all camp operations to direct others in carrying out the many activities at camp. The difficult part of this assignment is that the camp director must deal with many different activities at the same time—flexibility, a cool head, and the ability to pull it all together."

Section III

The Qualifications for a Successful Director

Sidney N. Geal

CAMPING MAGAZINE/NOVEMBER 1961

"As goes the director—so goes the camp" is a statement frequently heard and to which some credence must be given based on observations. After a decade of camp visitation, it may almost be said that to see a camp in operation is to know the director, his aims, his background and his personality. As to whether he is a successful director depends upon one's concept of success. For purposes of discussion, might it not be agreed that an economically sound, well-organized camp, that adequately provides for the health, safety, and welfare of its campers and provides a real camping experience conducive to producing those values inherent in good camping, be considered as being successful? Whatever the concept, it is reasonably certain that the degree to which a camp director may be considered successful is due primarily to his qualifications.

In 1924 a set of qualifications for a camp director was published in a book entitled *Camping Out—A Manual of Organized Camping*, Macmillan Company.

These qualifications are as follows:

"The camp director's qualifications should be considered first from the point of view of those to be served. Will he attract campers? Will he be continually acceptable to the campers? Will he be able to provide that which is most essential to their comfort, safety and enjoyment?

"In the second place, he must be acceptable to the owners or management. He must be able to satisfy the owners that progress is being made toward their chosen aims. The wishes of the parents must be recognized and their confidence merited.

"Finally, he must merit the approval of the community at large and must comply with the principles of American Citizenship."

The characteristics of a camp director were also listed as follows:

"Unquestionable character, executive ability, contagious enthusiasm, energy, cheerful personality, constructive imagination, cooperative spirit, ability to grow with the work, ability to be empathic and to possess thorough knowledge and support of the institution which he represents."

The complexity of the modern camp and the multiplicity of functions assumed by the camp director today indicates, however, the need for additional specific qualifications if the camp is to measure up to the increasing values being attributed to camping. Rare indeed is the individual who is proficient in child welfare, personnel management, mass feeding and housing, business administration, education, program development, group work, maintenance, not to mention publicity, public relations and promotion, all at the same time. Delegation of responsibility has become a necessity and the function of a camp director is closely related to that of an administrator. Administrative direction, as defined by the late Dr. Walter Dill Scott, President of Northwestern University, in his book *Personnel Management*, is "the degree of supervision exercised over trained technical personnel."

Evidence corroborates the belief that other qualifications, in addition to acceptability and characteristics that contribute to good social behavior, are essential to a successful administrator. The supervision of trained personnel who may incidentally possess skills in specific areas equal to, or in excess of, the administrator and the coordination of all the varying functions of a camp organization into a unified camping program, requires specific qualifications that can be measured objectively. Such qualifications may include interest, aptitude, ability, and personality.

Four Qualifications

First, the most successful camp administrators are those who have an inherent *interest* in:

1. The outdoors—in living and working in the outdoors and in knowing and appreciating the wonders of nature.
2. Dealing with, and service to, people—both youth and adult—and the discovery and recognition of individual worth.
3. Science—its relationship to the maintenance, growth and enjoyment of mankind.
4. Cultural appreciations—the sense and appreciation of beauty, creativeness, and inspiration.

Second, a successful administrator possesses certain *aptitudes* essential to his executive responsibilities. He needs potential ability in:

1. Good judgment based on logical reasoning.
2. Comprehension—understanding and appreciation.
3. Expression—good two-way communication between himself and those he is required to supervise, serve or with whom he must deal.

Third, the successful administrator obviously must have *ability*, not necessarily as a skilled artisan, but he must possess:

1. Mental maturity—the ability to learn, to act intelligently, to recognize and face problems, to be creative.
2. Ability in perception and relationship pertaining to ideas, people, and circumstances. The camp director who acknowledges the camper as the most important person in camp must possess the ability to relate this perception to staff functions and program.

Sidney N. Geal was assistant director of the American Camping Association from 1956-66.

3. Numerical reasoning ability sufficient to cope with good business administration.
4. A degree of verbal fluency and concept sufficient to enable him to understand and be understood.

Fourth, it is difficult to think of an effective administrator who does not possess a challenging *personality*. Not the suave, shrewd, self-important impressionist, but one who knows and practices the relative values between personality components, such as impulsiveness and seriousness, indecision and firmness, irritability and tranquility, intolerance and tolerance, emotionality and steadiness, fluctuation and persistence, etc.

These four qualifications are objectively measurable. In fact, many industries, businesses and educational institutions use such measuring devices as informative guides in the selection of administrative and supervisory personnel. Such basic qualifications may and should be supplemented by some specialized achievement in education, child welfare, sociology, religion, or other related areas dependent upon the avowed purpose of the camp.

Section II

First Year Director

Richard E. Gavone

CAMPING MAGAZINE/MARCH 1974

Irrespective of previous experience, ability, age, or reputation the "new" director of a camp faces some formidable challenges. Most of these can and will be planned for, but there are a few that can catch a first-year director off-guard.

Camping personnel usually possess a special kind of dedicated enthusiasm that is an essential ingredient to successful camp management. If not directed into creative channels this factor can blind a new director into missing bumps and roadblocks ahead.

Does this surprise those of you who aspire to become directors? Now that I think about the problems of having equipment die on Sundays or the Fourth of July, staff problems, camper problems, chefs not returning from a day off, and a hundred other irritants plus the twenty-hour work day; it is surprising anyone would contemplate accepting such a position. But if you do accept the direction of a summer camp, I would like to share a few observations made in over twenty-five years with a multi-camp agency operation serving city children. With five separate summer camps and the normal turnover of directors every few years, I have had the unique experience of launching a great many first-year camp directors.

Some did well while others fell on their faces their first season. Ego did some of them in. I failed to recognize their motivation was warped in this direction. Impatience for progress and change that first season alienated some from staff and campers. Failure to assess ongoing procedures accurately resulted in some embarrassing "bloopers." A hostile staff can enjoy permitting the new man to fail. All they need do is withhold a little information.

For example, I was a new director some years ago at a camp on Chesapeake Bay, enthusiastically leading a pre-camp orientation session with the staff when one fellow interrupted me and called my attention to an impending storm. He suggested the session close immediately and everyone work on the shutters. Fortunately, I agreed. It was a good thing I did! Storms come up quickly in that area and it was normal to recognize the signs and batten everything down quickly. Had I resisted the untimely interruption the camp would have suffered a loss of several hundreds of dollars in broken shutters, windows, and other equipment not to mention the damage to the image of a new director.

Let's examine how a camp staff can destroy a well-qualified director. The volcanic core rests in the minds and hearts of staff members and campers, who return to "their camp" and meet a new administration. We must remember that one school of thought among some campers and staff questions whether a director is really a necessary staff position! We must also remember that young people often carry their loyalty and reverence for former staff and familiar camp routine as chips on their shoulders; just daring a new administration to upset them. The comment, "We did it this way last year . . ." can wear one's patience thin after a few weeks.

Richard E. Gavone is with the Boys' and Girls' Camps of Massachusetts.

Young adults tend to relate to "lost causes" and often carry displays of loyalty to extremes should one of their peers, leaders, advisors, or a former camp director be threatened by injustice or honest criticism. We might refer to this in camp as a "Lost Cause Theory" since he is no longer in charge. It is irrelevant whether or not the previous administrator was a prince or incompetent.

The point is that proper consideration be given to the potential eruption of the volcano as changes are contemplated. One is obliged to defend the previous director and his policies as adroitly as possible. At least no negative comments should be uttered concerning last year. A proven rule is that whenever a director speaks to anyone in camp, he must assume he is talking to the entire camp community. As a public figure every comment, regardless of how private it may seem, gets amplified into the "camp grapevine" with electronic speed. A thoughtless statement at dinner can become the thorn to provoke a staff confrontation at the evening meeting.

Former Staff

Former staff may equate change with an attempt to disrupt their familiar and comfortable camp work of past seasons. Consider, how might the oldtimers feel should a project or procedure they helped produce be altered arbitrarily?

Accepting the merit of "treading lightly" the first season is difficult to accept, particularly for a person possessing years of previously successful camping in another camp. A hostile staff can be the result in moving too rapidly. Consider how effectively our reputations have been shielding us and paving our way. Once we have established ourselves in a camp with a few seasons, word travels as to our standards, special areas of emphasis, dedication, and compassion without our having to restate or demonstrate. It is better to enter the battleground of a new scene under the assumption we have been stripped of credentials, and prepare for the exasperation of questions and challenges to our position and policies.

There may not be a foolproof method to completely avoid the pitfalls of divided loyalty among staff and campers during administrative change. It is incredible to believe anyone can fill another's shoes in quite the same manner, nor would it be a healthy expectation. Simply recognizing the situation exists and considering potential ramifications seems a first effective step.

Utopian elimination of the problem would be no campers or staff from previous season permitted in camp! We would still get some static from brothers and sisters of campers who'd been dropped. Plus we would be exposed to bad public relations, with no acceptable justification. There seems no way around the problem. One must face the reasonable approach that qualified staff members from the previous season deserve an opportunity to return and campers are preferred stockholders in their own right.

So what do we do? Glean all available information from reports and evaluations of other seasons. Screen returning staff carefully and exchange ideas with them, and decide what is a livable ratio between "old time" staff, new recruits, and your own people. Be a good listener.

If we were to create a situation to test the leadership ability of camp directors, it is doubtful we could exceed the potential of a first-year situation. Contrastingly, there is no greater feeling of security at the start of a director's second season; for he enters it as "The Director of Record." The camp is "almost" his and implementation of new objectives may begin without fear of lame duck staff foot dragging.

What does a new director do the first year? Does he just coast along rocking the boat as little as possible? Aren't there any safe areas to work in?

Yes! Zeroing in on the prime objective of every director, which is creating a climate in the camp community conducive to good living conditions and creative activity planning, will reduce problems to a significant degree.

A "safe" order of director's priorities would be:

1. Safety
2. Sanitation
3. Food Service
4. Staff Morale
5. Activities (or program)

Who could question any efforts of a new director in these areas? It is difficult to hassle a director who was obsessed with upgrading the quality of dining hall you eat in!

From this basic platform a director projects a solid image of concern for the fundamental structure of camp and has compassion for the people living there. Improvements accomplished in the five objectives form the building blocks of the director's image and integrity. It is a platform which may permit some launches to explorations of new horizons even during the first year, in some circumstances.

While the platform is being constructed, a "Banking Program of Staff Relations" should be underway. A director should be visible and available to the staff. Literally, not through a statement of "my door is always open," but actually present where the action is, such as stopping to chat with counselors in the cabin area, asking about their problems, or exchanging ideas, or informal chatter. Then if it rains—that is a great time to do some banking by getting wet visiting cabins and programs!

These amicable meetings without problems make it more productive and comfortable when a time arrives to work out a real problem. Meeting the camp director shouldn't be a command performance in the camp office, operative only in time of stress!

Our first and last consideration are the campers of course. Our camp is really "their camp!" Of course we do have difficulty getting them to care for and clean up "their camp," but after all we are the adults. A direct line of communication should be a must between camp directors and campers if not already established. A system of regular weekly meetings of representatives of each cabin with the director at a special time (even after taps) is a productive avenue. Once the system is accepted by the campers as a bona fide vehicle of communication and not just an "honor" or chance to have refreshments with the director, the wisdom of seeking the counsel of children will prove itself dramatically.

Section III

Decentralization—A Forward Step to Better Camping

Lois Goodrich

CAMPING MAGAZINE/DECEMBER 1959

If camp is to mean more in the lives of campers than a happy vacation or release at the moment, it must cause its campers to meet and work out real life situations and be ready in attitude and skill to face their problems at home, at school and in the neighborhood. Too often a camp is so organized that the camper uses it only as an escape from reality rather than as a place where he must face his tasks and, as one parent wrote, "learn to take hold of himself."

With a small group of eight or nine campers and two counselors living together day and night, a counselor has much opportunity for observation, for discovery of tendencies before they become fixed habits, and for guidance—and if need be, reference for specialized help. Good, balanced living with wise counsel and therapy usually make the last named unnecessary, and campers grow in healthful, balanced living.

Let us point up briefly here some of the positive results directors can expect from a program of small-group decentralized camping.

First, let us look at the camper. Living in the small group:

—tends to do away with the child's fears, insecurities and difficulties of the initial adjustment to camp; he is not lost in the mass but adjusts only to his small group, the members of which know his name in the first hour.
—allows the counselor to know well and understand the camper.
—almost eliminates homesickness.
—Intensifies personal relationships; causes greater growth in shorter time; brings about more give and take, quicker adjustments, more character changes (whether in the shy one, the overbearing, the dependent, the independent).
—increases the chances for forming close friendships.
—places greater responsibility on each member of the group for total group welfare.
—brings realization of one's importance to the group.
—causes every vote and every opinion to count for more—in program planning, etc.
—is a real living situation where campers learn to face reality.
—increases understanding and appreciation of all people because it is an opportunity to do more with people of other races, religions and nationalities; it develops a pride in the camper's camp home and his group; he easily identifies with his group members no matter of what race or creed.
—offers peace and leisure and lack of the rush and tension of the entire camp together. (Some campers are not ready for large-group hubbub.)
—enables the small group to mix with one or two other groups or the whole camp as it is able and as much or as little as seems best for its members.
—carries with it inherently the greatest opportunity for carry-over into the camper's home life (each group a family) program built around just daily living in the out-of-doors, getting along with group members, doing one's share, taking increasing responsibility, experiencing love and sharing, and the joys of service and sacrifice to others; budgeting; entertaining; planning one's own individual time for leisure, for hobbies, for letter writing.

Staff

Next let us consider the staff. In the decentralized camp the counselors:

—have opportunities to grow more in all areas.
—don't depend on a specialist but must learn in all areas of living to carry on a full program.
—are caused to formulate for themselves their own aims and objectives for their own small group and to measure their progress by these as the season continues—thus gaining an administrative point of view for their small camp.
—learn to organize their program for leisurely and more relaxed, enjoyable living.

The chances for optimum health of the camp are increased:

—through leisurely, relaxed living.
—through absence of noise, uproar, competition and big-group tension.
—through opportunities counselors have for constant observation of health habits, not just for checking but for doing together and learning reasons for doing such things as latrine scrubbing; washing hands, teeth, hair, underwear; taking daily hot soap showers, eating vegetables; boiling dishes.
—through the opportunity the camp nurse or doctor has to talk with the two counselors who will be with the child constantly and direct the care the doctor prescribes.
—through the opportunity the nurse or doctor has for visiting each group and knowing the child in his camp home setting.
—through its decentralization, both geographically and program-wise, which discourages spread of disease beyond the group and enables the doctor to know at once who has been exposed and makes for ease in isolating any small group.

The decentralized camp is better off in any emergency—fire, disease, bombing, etc. The pattern of living is already established for self-reliance, independence, responsibility for others, and good judgment in decisions.

The decentralized plan of camping is an excellent way for the director to begin a camp in a small way—either private or agency camp—and later add to or subtract from by small

Lois Goodrich retired as executive director of Trail Blazer Camps in New Jersey in 1981.

camp groups without undergoing serious organizational changes or losing the feeling or morale of the total camp. He can also enroll large numbers without the ill effects of large members.

Role of the Director

Every camp director owes it to himself once a year to organize and be articulate about his real beliefs concerning the purposes, general philosophy and guiding policies of his camp. In no two years perhaps will the wording be identical, for his thinking will and should be somewhat influenced by the sum of the contacts, reading and current world influences from which he draws. Certainly before he undertakes decentralized camping he should consolidate his thinking about camping philosophy and its effect upon all parts of his program.

First of all, does he believe in his program enough to live it? If he wishes for his campers an interest in all natural phenomena, has he discovered for himself its role in character building, stability and peace of soul? Does he know the ways of the forest? Is his life so filled with woods lore that it will overflow to staff and campers? And, if but a beginner in the lessons of the out-of-doors, is he at least fired with real desire to live in it and learn? Will his life be an example for all new comers among staff and campers, and will he share his daily discoveries and aventures in this outdoor world?

In short, will he (and his family, if he has one) live simply under canvas in the out-of-doors, exemplifying the joy and daily comfort of such life? If decentralized living in the out-of-doors is too uncomfortable for the director, supervisor, dietitian; if there must be "top brass" who are unable to find outdoor shelters and woods living comfortable—how then can counselors and campers view it in any light other than some rugged experience that must be endured?

Decentralized camping must begin with the director and his personal philosophy, and he must possess and practice all qualities which he will seek in his entire staff.

Next he must think out decentralized camping as he shall use it in his program. The author is aware that many directors and entire national organizations use variations of decentralized camping—from the small group of eight, independent and on their own, to larger groups, troops and villages which function under a leader and in turn are made up of smaller counselor-led units or groups that vary in their independence and their cooperative activities.

There are also variations in the extent to which the groups, whatever their size, function as groups and the extent to which their members return to the more typical centralized activities—some even living group life for one-half day and centralized living the other half. There are just as many variations in the extent to which outdoor living is done. Entirely apart from these there are also group-centered camps which organize children to function as groups but do not decentralize the groups physically and do not live in the out-of-doors nor use it as a program medium.

Each camp director must work out his philosophy to carry out best the purposes either he privately or his organization (if his is an organization camp) wishes to accomplish. This, and his plan for getting at it, he should write out for himself and study and re-evaluate each year.

The author's philosophy of decentralized camping is given in the following paragraphs to serve as an example of stimulus for other directors in their own thinking.

Camping Philosophy

The camp should be built and maintained on a philosophy:

—that considers camp as primarily educational; and as an opportunity for the closest application of democratic ideals and religious precepts to the problems of living together in social groups.

—that realizes the two-fold unique opportunity that camping alone has of bringing about growth in children through (1) group living and (2) getting close to their natural surroundings; and that plans program with this two-fold opportunity in mind.

—that is based on the premise that no matter how well-planned the activity itself, unless every camper participating has had a hand in making the plans and the preparations, and will have a hand in the necessary followup, the activity will not be as complete or meaningful an experience as is possible, and can in some instances prove harmful; that children learn best the things they actually experience, and the camp motivates its program so as to cause children to do things for themselves and solve problems on their own.

—that provides for camp to be so set up that children are constantly in situations offering the optimum opportunity for serving others first and making self secondary to the group.

—that places emphasis on leadership, fully realizing that the counselor living with the camper is the most important single element in the camping situation.

—that realizes, no matter what philosophy or program plan exists in the minds of camp leadership, camp from the point of view of the campers is for fun and should be so run that the campers and staff find it is fun.

Section III

ZBB: Keeping Your Budget and Goals in Line

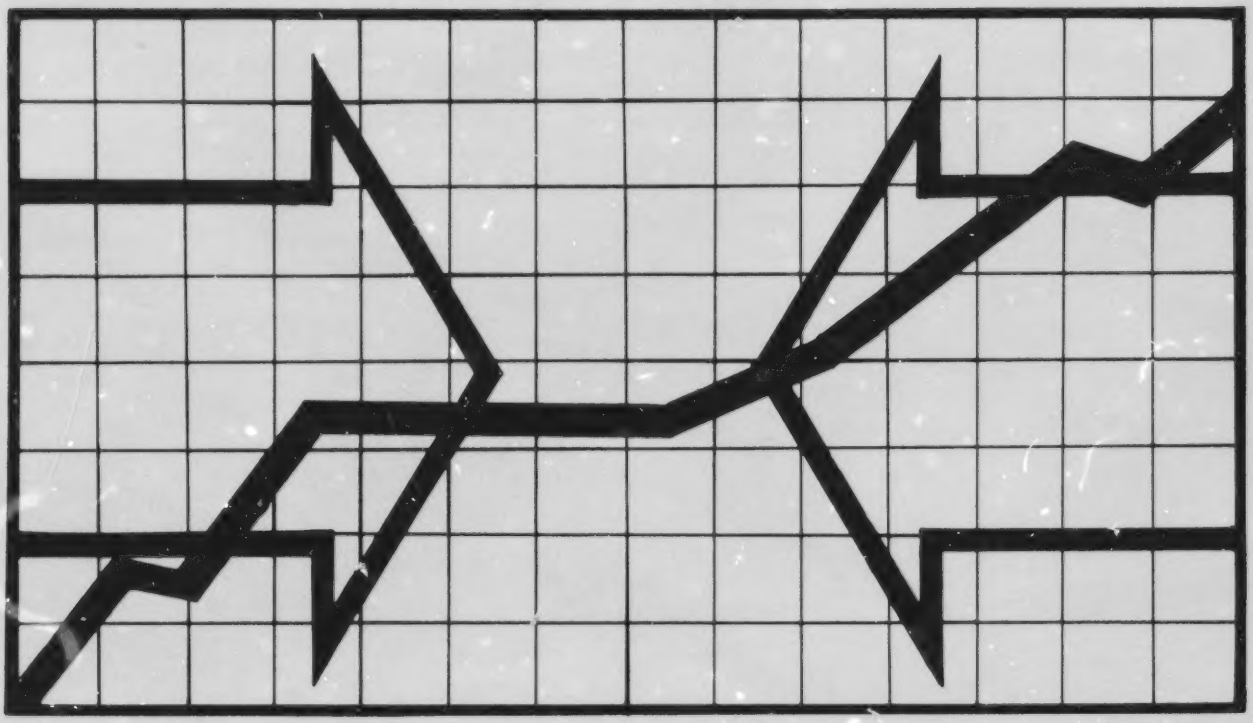
Larry Underkoffler

PARKS AND RECREATION/DECEMBER 1979

Making a budget reflect expressed agency goals is often a challenge to park and recreation departments that lack accountants and depend on only traditional budgetary processes. Yet the need to budget carefully, keeping those goals in mind when allocating funds, is all the more essential today when fiscal policies are characterized by restraint and cutbacks. One tool proving effective in helping agencies better match funds to goals is Zero Based Budgeting (ZBB), a process requiring the total budget's annual review on a program by program basis.

The system works by requring that every expenditure be reevaluated annually to determine its relative merit prior to

Larry Underkoffler is district manager with the Atlanta Department of Parks and Recreation.



another year's appropriation. Its main value is that it forces decisions to be made on one of the following points:

1. Is the department (program, process, and so forth) overstaffed at its current level?
2. Does the department continue to serve a useful purpose and function in the overall operation of the organization?
3. Should a certain program or programs be curtailed to fund an alternative, higher priority program?
4. Are available funds used to promote recreation goals and objectives or to promote an individual's whims?

Useful as ZBB is, it is no cure-all for a department's fiscal ills. Not intended as a replacement for traditional budgeting procedures, it was designed to supplement and strengthen existing processes. How effective ZBB can be is directly proportional, therefore, to the effectiveness of existent planning and budgeting. And in as much as ZBB is an additional process rather than a replacement, it requires additional effort. That effort should be justified, however, by the resulting planned expenditure of funds.

ZBB is not a new idea, but it is a concept whose time has come. While the current interest in ZBB is in large measure attributable to President Carter who, as Governor of Georgia, introduced the concept into the state's budgetary process in 1970, it is a process that was formulated and put into practice in the late 1960s by Peter Phyrr, manager of Texas Instruments, Inc., Staff Control Branch. He based his programs on statements made by then chairperson of the Federal Reserve Bank Arthur Burns, who had commented that "Substantial savings could be realized if it were required that every agency make a case for its entire appropriation request each year, just as if the programs and projects were entirely new."

Some of the oft mentioned reasons for an organization's implementation of ZBB are:

1. the incremental nature of the traditional budget process in which existing programs are considered already justified and worthy of increased funding;
2. the requirements of the chief executive and the desirability for more budgeting information regarding an organization's changing needs such as the nature of the organization, participants, level of programming, and the availability of required resources;
3. the ability to group or package information for the budgeting process into a more manageable unit so that the impact of reduced or increased funding can be knowledgeably assessed; and
4. providing an opportunity for those employees below the department head level to be engaged in the budgetary process which assists in broadening budget accountability at the sub-departmental level and furthers these supervisors' professional development.

ZBB Requires Annual Program Rejustification

Essentially ZBB requires managers of recreation programs to justify everything they want to do in the new budget year. Rather than merely modifying the previous year's budget or justifying only the increases, managers must start anew. They must develop the rationale and determine the resources required for alternative levels of service. Accordingly all programs, old and new, including various levels of service, are assessed equally for placement in the final budget.

An additional concept which compliments ZBB is Management by Objectives (MBO), a process which allows the organization to establish exactly what it is going to do and then approach those stated goals through rational, as opposed to incremental, decision-making processes. By merging ZBB and MBO, top management sets priorities, establishes goals and guidelines, and determines the available funds for the upcoming budgeting process. Middle and lower management staff then set their individual goals and objectives within departmental guidelines, evaluate their own programs, propose courses of action to achieve their goals, and tabulate the resources required to accomplish those goals.

There are three main steps to implementing ZBB:

1. Determining the decision units—that basic activity or group of programs which management considers for planning, analysis, and review purposes.
2. Analyzing the adopted decision units to choose appropri-

ate alternative service levels, if any, and preparing decision packages—the collection of sub-units into a statement that details the total expected level of performance; required level of personnel and funding; method(s) or alternative(s) for effecting the various sub-units; and the consequences of not funding the total or partial packages.
3. Ranking the decision packages in order of total organizational priorities and determining by management which packages will be funded during the coming fiscal year.

The implementation process requires the following:

1. A clearly-stated, fully-understood set of goals and objectives for the total organization and for each component unit;
2. A well-constructed set of criteria for measuring work versus goals;
3. An accounting system capable of generating financial and budgeting data for the various organizational units; and,
4. A professional budget staff with the ability to guide ZBB efforts and coordinate the entire process.

ZBB is also useful as a management tool in that it ties the goals of an organization to the established budget. Too often park and recreation budgets are formulated by staff with little or no knowledge of budgeting procedures with the result that the organization's goals are forgotten in the planning. Activities that need funding go begging while traditional, possibly outdated programs receive continued support.

While the changeover to ZBB has been successful in many cases, there have also been many cases where difficulties hampered the process. Successes resulted when an organization approached ZBB with a management that employed a professional attitude toward business planning, was reluctant to approve those programs not useful to the total organizational goals, and emphasized operation and business planning over budgeting and financial planning.

Some of the major problems encountered in switching to ZBB resulted from making too large a change all at once as opposed to changing department by department; establishing inadequate goals and objectives; lack of understanding and support of the total process by sub-units of the organization; and middle management's protection of its own efforts rather than total organizational objectives.

ZBB is not a total management system, nor is it in and of itself a management process. It will never correct bad planning or poor execution. In fact, it may make the flaws more obvious. Park and recreation agencies especially need to be aware of this factor. Without qualified budget personnel tuned to organizational goals, ZBB may become a venture in futility.

Section III

The Art of Camp Supervision

Hedley S. Dimock
CAMPING MAGAZINE/MAY 1948

In the broad sense of the term the camp staff represents the spiritual center of the camp. It is the staff which generates and creates the tone or the atmosphere that enters into the most real of all intangibles in camp—the camp spirit. It is the camp staff which determines the educational outcome or destiny of the camp. Whether or not your camp achieves its objectives, or to what extent it achieves them, is determined by the staff more than anything else.

The staff is also the center of frustration or of satisfaction for both staff members and for campers. If there exists the kind of relationships that release and generate enthusiasm in staff members, that is one thing. If, instead of there being lubricants for good relations, however, there is annoyance and tension and insecurity and frustration, then you have sand in the machinery.

Campers quickly sense the nature, the quality, the atmosphere, the climate that exists among staff members. It is, in short, the staff that provides the morale center of the camp.

The aim of staff supervision, it seems to me, is five-fold. First, it is to provide a staff with high qualifications; second, a staff that will remain relatively stable from year to year; third, a staff that will be working under conditions that will release their energies and their enthusiasm; and fourth, a staff that will receive the training and supervision necessary for continuously stimulating their improvement in insight and technique. The fifth goal is to have a staff that will provide a "climate" for campers that will completely meet their basic needs and stimulate their wholesome growth.

Any discussion of how to achieve these aims, of course, carries us directly into staff organization, relationships, selection, evaluation, training and other facets of supervision.

Now in staff organization and relations, we are concerned not so much with the mechanics of staff organization as with the conditions that are conducive to unified and effective functioning of a staff.

I want to make three assumptions, chiefly as short-cuts, and if we can take them for granted, we can then move into this discussion of staff organization and relations. The first of these assumptions is that the camp has developed a personnel policy that is deliberately designed to achieve the five aims that I have just mentioned. Now I think most of you know what a policy is. A policy is not a whim. It is not a set of precedents. It is not even a set of practices. It is a written formulation that is adopted by the highest authority in relation to the camp, a guide to action and a guide to planning.

The second assumption, which I can quickly state and then leave, is that we now have a staff of high qualifications.

Third, we shall assume that each staff member has received a job description which states his responsibilities, for what he is responsible and to whom. This applies to the staff member, be he cook or dietitian, head counselor, waterfront director, unit director or counselor. This job description is in addition to the written agreement which every employee of a summer camp must have, purely as a matter of good

Abstracted from a sppech presented at the National ACA Convention, Los Angeles, March, 1948. An elaboration of Dr. Dimock's talk is found in his book "Administration of the Modern Camp," published by Association Press.

business from the camp director's standpoint.

Now if we can accept these three assumptions, we can move on to four or five rather specific points.

The first of these conditions for good staff relations is that the lines of responsibility within the staff organization need to be definitely established, clearly understood and consciously observed. Failure to observe clearly drawn lines of responsibility, whether the violation of this principle is from the top down or from the bottom up, almost inevitably leads to loss of initiatve and enthusiasm at the best, and at the worst to annoyance, confusion and frustration.

The camp director, more than anyone else in camp, needs to be on guard at this point. It is so easy for a camper to come to the camp director and ask for something, and for the camp director, because he is the camp director, to say yes. But perhaps the camp director has nothing whatever to do with it. That is a violation from the top down. If a counselor comes to the director when he should go to his unit director or program director and, if, in spite of the fact that that responsibility has been allocated, the director acts as though it were something for him to handle, you have an illustration of where from the bottom up you have a violation of the line of responsibility. It is by observation that the camp director, more than any other person, is likely to be the chief violator of this basic principle of sound organization and of effective staff relations.

Another very simple condition of good staff relations is that a condition should be written into the contract of every staff member, providing for one day per week and probably two or three hours a day free from any responsibility. This isn't anything new and almost every argument that is used against the practicability of this provision, when professionally analyzed, turns out to be an additional argument in its favor.

For instance, you may say, "Our camp can't possibly do that. One person off every day in seven! That means either that I have to have about 15 percent more staff or that 15 percent of the camp duties will be uncovered while these people are off." When you analyze that, what does it say? It says that we are working under such heavy pressure in this camp that everybody is needed every day in every way. This, of course, is exactly the reason and the only reason why it is so imperative that there be provision for a day off per week. Counselors are dealing with people. The emotional strain on the counselor makes this release and freedom of time necessary.

Time-Off for Directors

The day-off-per-week should apply equally to camp directors as to staff. It is imperative that the camp director get out of camp one day per week, if the camp operates for more than two or three weeks. The director owes it to himself, I would think, but if not to himself, if he has no worry whatever about his own mental or physical health, then at least he should be concerned about the mental health of his staff and of the campers. You know, probably as well as I, that you can sense almost within fifteen minutes of the time you start moving around in a camp what the emotional mood of the camp director for that day happens to be.

If the staff is to be free to have opportunities for relaxation, they need to have quarters that are conducive to such freedom and such relaxation.

If there are to be effective staff relations in a camp, there must be a heavy dependence upon the group process. This must be used by staff in planning of staff meetings, in planning of camp program, in formulating the regulations that are to govern their own life and what, in some camps, are called their privileges and in the formulation of policies to be transmitted to the governing board or the governing person of the camp.

There is also, in this use of the group or democratic process, the need for a permissive and cooperative, as contrasted with an authoritarian attitude on the part of the camp director. It is not enough that a camp administrator believe verbally in democracy. It is more difficult to achieve within his own maturity of personality those qualities that permit persons to be released and to be free to grow in their own way and at their own pace, which, of course, is the only way any person can grow.

Then there needs to be, in this set of democratic relationships, a respect on the part of every member of the camp staff for every other member, regardless of his abilities or his personality.

In determining objectives for staff training and staff supervision, the main point is that unless those persons in camp who are responsible for the development, training, and supervision of the camp staff have clearly formulated objectives for that task, supervision is likely to be relatively aimless and therefore to lose much of its point, punch and power.

We know now fairly well the areas of competence that are necessary for camp counselors. Every counselor or staff member needs to know something about camping history and philosophy, especially about the history and philosophy of the camp in which he is working. Every staff member needs to have a major competence in his understanding and dealings with individuals, understanding what makes them tick, being able to distinguish between the symptoms and the causal factors in their behavior, being able to utilize the experience in camp as a means of meeting these basic needs.

Each staff member, except the dietitian, the nurse or the business manager, needs to be skilled in understanding the group process. Knowledge of principles of program building is one of the basic trunk-line areas of competence for the camp counselor. Finally, every counselor needs actual skill in living in an outdoor setting and being able to teach or transmit those skills to campers. The objectives for staff training and staff supervision are rooted in those five areas of staff competence.

Next, we come to the actual methods or procedures for training and for supervision. These include everything we have discussed, from the time policies are formulated until

the last staff member is evaluated.

First is pre-camp supervision—all of the things that are done before the camp season opens.

The stimulation of the staff member to participate in courses in college or in courses conducted by camping associations will be discussed later, so I pay my respects to that and move on.

Training on the camp site before camp opens has become pretty general. The uncertainty that we had ten or fifteen years ago as to whether pre-camp training was worth the money it cost the camp has now been dispelled. There is sufficient evidence, apparently, that it does pay dividends.

After camp gets under way there is the matter of supervisory observation of staff. The value of real supervisory observation has now been thoroughly demonstrated in agencies of education and recreation and in formal education.

It is much easier to carry out a systematic plan of supervisory observation in camp than anywhere else, but I have a slight suspicion that because so much of what goes on in camp is under the eyes of the alleged supervisor, it is assumed that supervisory observation is taking place. There is such a thing as seeing with your physical eyes without the insight and the discrimination that calls for mental qualities of perception and discernment.

Planned Observation

Supervisory observation has to be planned. What are you looking for when you watch this counselor with his or her group, whether it is in the dining room or out around the camp site, around the campfire, engaged in a project, or teaching some skill? How are you later on going to help this counselor or instructor to see the learning process, to see the individual camper with whom he is dealing, to perfect his methods and insights for dealing with these persons, unless you have observed with your cortex as well as with your sensory organs?

The major way for coming to terms individually with your camp staff is in the supervisory interview or conference. No matter how adequate your staff meetings may be, the one place where you focus on the specific needs and problems, of the specific staff member with his specific group or job is in this individual conference. Camp staff meeting could be and ought to be the most valuable supervisory plan there is and yet such studies as we have made from the standpoint of the staff have often rated it very low. The reason why it often falls so far short of what it might be lies in the lack of conditions necessary for effective staff meetings. The staff meeting is the one place where everybody learns the same song and presumably the same tune. That is where folks get in step, where you make a united impact on every staff member in terms of the philosophy and objectives of your camp, the understanding of campers, the principles that you use in program building.

Now three or four things can be said quickly. The major purpose of a staff meeting ought to be the improvement of the staff. Some staff meetings exist primarily for the benefit of the director. It is a place where he gets things clear; where announcements are made. That is not the function of a staff meeting. The function of a staff meeting is to focus on the educational needs of staff members. Planning and announcements should be taken care of in some other way, unless you have found sufficient discipline to be able to do it in a few minutes. The staff meetings should be cooperatively planned. They should focus on the common needs of all the staff members and not on just what two or three may happen to think are the important things. The staff meeting ought to use a great diversity of method—reports from counselors, perhaps some studies that are going on, perhaps the presentation of some basic concepts or materials.

Finally, the art of staff supervision certainly includes evaluation of staff. If there were only one aspect of the camp that I would evaluate it would be the staff. It has been demonstrated that there is a close relationship between what happens to the individual camper, for good or for bad, and the quality of the counselor. In studies made a few years ago we discovered that about 25 percent of the counselors in our camps were D-grade counselors, counselors who would probably have little, if any, beneficial influence on campers and very likely have a negative and unwholesome influence. If you evaluate a staff and you discover that 25 percent of your staff members are D-grade, you are not likely to ask them to return another year. That kind of turnover is good.

It seems to me that the camp director is primarily a person who facilitates human relationships. Administration is primarily the art of releasing people with respect to things to be done so that when the energies and creative impulses of the total group of people are released the entire things adds up to a vital, functioning camp community. The camp director, therefore, is, in a way, at the center of the camp and yet he is at the center of the camp in a way you might call "decentralized."

There are some camps which we would call director-dominated camps. There are some camps where the director is a consumer, especially of his own energy. But it seems to me a camp where there is poise and maturity on the part of the director is a camp where there is such a decentralization of responsibility that people do accept and express their responsibility in ways that actually are secure enough for the camp director to have consistency.

I know why some of these camp directors burn the midnight oil: why they are everlastingly concerned and are afraid to leave camp for a day a week, every week. It is because they feel the tremendous weight of responsibility that is theirs. But as I have indicated before, a camp with vitality and morale and enthusiasm, and with creativeness on the part of the staff is one where the camp director functions in this decentralized way.

Section III

Staff Recruitment

National Camp Executives Group

CAMPING MAGAZINE/JANUARY 1979

As we look at staffing sources for the 1979 season, we should analyze the time spent in 1978 and plan the most beneficial methods for the coming season. We should re-examine who we are looking for and what contacts and systems are available to us.

It is crucial that we broaden our scope of persons and contacts to include those that are available in the summer or for a part of the summer. These might include teachers, senior citizens, parents, seasonal employees, school support service personnel, trade and business school students and personnel, and persons in college curriculums aside from recreation, education, and physical education. You might find these persons in a variety of traditional and nontraditional ways by contacting school systems, senior citizen organizations, PTA, and other parent organizations such as Parents without Partners. Professional sports teams or organizations and persons with full-time jobs may be interested in spending vacation time at camp, too.

Your current staff members are your best source of recruiting. During post-camp evaluation, include discussions of staff opportunities for the next summer. Your staff can act as recruiters or contacts. Don't forget that interviews with present campers who show potential may be a good source for a leadership course for future staffing. Develop a list of camper names and outstanding skills they have exhibited.

The use of news media for recruiting may be more beneficial if you stress personal satisfaction working with children and working in the out-of-doors. Include specific needs or skills, but be careful not to eliminate possible candidates by including those skills you're unwilling to teach.

Perhaps we should ask the question of ourselves, "Why would a potential staff member want to work at my camp?" Then try to answer that question from the applicant's point of view.

College-Age Person

The character and needs of college students change and in many respects run in cycles. However, the trends never quite return to the ways of past seasons. It is the successful recruiter who can understand and accept these changes.

What, then, is it today's college student wants and needs from a summer job? First of all, they need an experience that will help prepare them for a chosen career. In many cases, this means a professional internship or field placement that is endorsed and, in many ways, controlled by the university or college. To attract students needing field placements, the camp director must be willing to meet the requirements of the school and to work cooperatively to give the student a meaningful experience.

As the student's need for expanded experience grows, few are willing to work in the same camp season after season. They are more likely to switch from camp to camp unless the camp director can assure them of added responsibility and new experiences. This quest for new and challenging experience can work to a camp director's advantage. If the director is willing to openly recruit students who he knows will be available for one or perhaps two summers, he is quite likely to find youth who are well trained and dynamic.

Related to the need for varying experience is the fact that today's college students are increasingly mobile. Not only are they willing to travel great distances for the "right" job, they are also eager to spend a summer in a new area of the country, or even the world. A camp director can take advantage of this by recruiting in areas apart from the camp's location and by actually making a job at their camp attractive as a base for a summer's travel. To facilitate this, the camp director can arrange the camp schedule so that the staff has sufficient time before and after the camp season for travel and also be adding a week in mid-season when the camp closes and the staff is free to visit the surrounding area.

Money, of course, is a very important consideration for college students. Many students are paying a major share of their college expenses. Camps are not only in competition with each other but also with resorts, hotels, theme parks, and park and recreation departments for the service of college students.

The importance of the changing character and needs of college students is not so much how they change but the fact that they are indeed changing. The success of a staff recruitment and retention campaign will rest on the ability of the camp director to arrange the camp schedule so that the staff has sufficient time off.

Role of the Director

A camp director must allocate substantial time to total personnel situations. Recruiting is one element of this basic professional responsibility. The quality of the staff is generally in direct proportion to the commitment and capability of the director.

A plan for personnel management needs to be developed. A calendar with specific targets will enable the director to measure progress. Such management includes not only employment but also regular communications, reunions,

One of the concerns expressed most by camp directors in a survey last summer was the difficulty of recruiting qualified staff. The National Camp Executives' Group spent a significant portion of their meeting last October on staff recruitment. This cooperative story grew out of that meeting and discussion. The writers were Armand Ball, executive vice president of the American Camping Association, and camping consultants for seven youth agencies: Loody Christofero, Boy Scouts; Connie Coutellier, Camp Fire; Marion Henderson, Salvation Army; Charles Kujawa, YMCA; Stuart Mace, Easter Seal; Father Robert Rothsburger, Catholic Committee; and Lloyd Rutledge, 4-H.

fellowship, training, planning, and growth opportunities.

Recruitment is the first step in that management plan. The director should develop a clear definition of expectancies in the form of job descriptions, personnel policies and rules, and camp philosophy. A carefully-planned interview process should assess the applicant's needs, interests, and concerns as well as expose basic philosophy and expectancies.

Further, the professional handling of the personnel process will aid in the securing and retention of staff. Well written letters, carefully planned recruitment events and follow-up, prompt responses, and personalization of any form letters are such examples.

Human relations skills are important in recruitment. The director is a counselor, enabler, and nurturer of camp personnel—a relationship beyond the usual for employee and employer. Each person is equally important in the camp setting. The director must be open to the personal needs of staff.

Throughout the area of human relations, careful analysis and understanding of the camp counseling experience is a personal investment by staffers in their lifelong professional and personal development.

The experiences can provide input in career choice and preparation as well as in personal skills development. The tie to career goals is particularly important with today's concern by higher education on work-related experiences. The personal aspects of socialization, recognition, and peer group testing carry implications for both personal and career development.

The camp job experience should provide a model for career development. The development of skills by staffers and good supervision will prepare staffers for additional responsibilities. As the job provides for greater responsibility and variety, the better enticement for staff to return.

In a period of short supply of staff, the director must review carefully the entire personnel plan. New targets and time scheduling may be necessary.

Personnel Policies

One way to ease camp recruitment is to retain as many competent staff from one summer to another. Retention may be easier with the following three suggestions:

1. Recognition and added responsibility should be given to returning staff. This can be demonstrated in wages, leadership assignments, and/or visible symbols.
2. Offer opportunities for vertical movement in positions from one summer to another. Sometimes this can occur in change of title and job descriptions and other times in the degree of challenge or change of pace offered in a horizontal move.
3. Consider meeting individual needs, such as family accommodations, housing, length of employment, and training events.

In camping programs, there is generally a basic need for more definite personnel policy regarding job descriptions, qualification criteria, performance standards, role and responsibilities, and contractual arrangements and privileges.

In organizations, where possible, the general policies should be consistent with the organization's personnel policies.

Young potential employees have a reservation and concern today about making employee/employer commitments unless personnel policies are well-defined. Having written descriptions of jobs, staffing patterns, qualifications, and responsibilities for your camping program demonstrates that the programs are conducted effectively and efficiently. Also, definite statements will be helpful in preventing staff from breaking contracts and staffing role conflicts. Clear, concise, and explicit personnel policy is a preventive measure for questions which may arise with affirmative action and other regulatory requirements. Clear statements of policy at the time of the interview and the offering of staff contracts can often help open a dialogue on problems the staff member has with dates or policies at the outset rather than later.

Fringe benefits can make a difference in a person's choice of jobs. Time off during the working day needs to be assured, as well as longer periods away from the camp setting. Because of the emphasis on flexibility and living experience, camp directors are often slower to assure such benefits "up front."

Other considerations such as laundry, transportation allowances, health/accident insurance, and time off transportation can enable a staffer to anticipate saving more of his wages.

Compensation

Camp directors and committees should review wage and salary scales annually. In general, increases in camp salaries have not kept pace with cost of living and inflation.

Day camps have more often had to deal with competitive pay scales. Resident camps should examine salary scales in day camps.

The minimum wage applied against a forty-hour week in day camps or a forty-eight hour week (six days, assuming one day off) less credit for room and board in resident camps, is one measuring tool for a minimum starting wage for college-age personnel.

Increments for years of experience and/or certain qualifications can be added to develop an equitable pay scale. At this point, organizational boards/committees will need input from the camp director. The director can prepare exhibits that will identify current scales, competitive wage patterns, and proposed scales with benefits. Emphasis on quality staff, qualifications, and standards will help lay personnel understand the importance of fair wages. The rationale for not lowering age/experience standards should be clearly identified.

Though most camps can never compete with industrial wages, the importance of fairness to the employee cannot be overemphasized. The psychological implications of "the laborer is worthy of his hire" cannot be underestimated in a living community such as camp.

Camp directors often assume an apologetic role when wages are discussed with a prospective employee. Once a fair scale of wages is established, the director should take a positive stance in offering a salary emphasizing the value of such wages in living situations where savings of most of the wages is more easily possible than elsewhere.

Staffing Patterns

One possible solution would be to engage those staff members who are hired in early spring in staff training activities. This could be done by holding paid weekend training sessions two or three times during spring months. These sessions could be held at the camp, at the college where many may attend school, or in the city where the agency or director resides. The training could encompass camp philosophy, promotion, program development, planning and material preparation. And since the colleges are usually completing their year by the second week in May, many staffers may be interested in another paid week of work at camp getting the physical plant ready.

The training session and the week of readying the camp should be paid time. No other business would even think of requesting newly hired personnel to take training or work at the site without pay. We are always talking about all the intangible benefits that the staff receives from working at camp. But maybe we have taken that concept past the point

of productivity and realism. If we are more businesslike, maybe our staff also will be. Both sides will benefit. The staff can realize more dollars and the camp can recruit and maintain a better staff.

A second sacred cow that we need to look at is the concept that we must have all staff hired before we open and they all must have made the commitment for the entire season. A camp director must have sufficient staff to open, and he must know that he will have enough with which to finish. But why does it have to be all or nothing in our business? Why can't part of the staff be hired for only a portion of the season? Some people may not want to tie up the complete summer. So why not hire them for peak periods or where their needs and the camp's needs correspond? The camp director who says that he doesn't have staff quit part of the way through the season is fooling no one but himself. So wouldn't it be better to have this information at the beginning so you could plan for it? By doing it this way the camp could be better prepared and the staff could be more honest when they apply for a job.

A third area that could be looked at is that of advancement on the part of the staff during their period of employment. Is there any reason not to build in such things as bonuses or raises during the season based on job performance? There is no doubt that as the season proceeds the cream of the staff comes to the top and the sludge settles to the bottom. If the sludge is too bad we dismiss them. Then why shouldn't the cream of the cream be rewarded? And why shouldn't this reward system be built into the established monetary system of the camp.

These are only a few of the possibilities that a camp director might consider in order to improve the area of staff recruitment.

There are many arguments as to why these particular suggestions are unrealistic. However, the problem of staff recruitment is all too real. And it would seem that the tried and true methods are more tried than true. So alternative methods need to be developed.

A Business Approach

Camping in today's society must be considered in the realm of business. And with the twelve-month operation of some camps, camping is not necessarily a small business. We need to look at staff recruitment from that vantage point.

In no other area of business is there such a lapse of time between the interviewing and hiring process and the beginning of the job. For most jobs there is seldom more than a thirty-day interval between the interviewing, hiring, and first day on the job. In camping interviewing takes place between December and February, but the job doesn't usually begin until May or June. When looking at the time line in regards to our recruitment, it is no wonder that there is loss of interest and breaking of commitments with the people who were interviewed and hired.

If we must continue this process of advance hiring (and it appears to be inevitable), then we should be searching for methods of cutting down the attrition rate, based on valid business procedures.

Creating a more businesslike atmosphere between the camp and the staff does not preclude a change in the basic objectives or goals of the camp. But it does have the potential of showing the staff that you are attemping to respond to their needs, growth, and development while at the same time demanding the same of them for the business—the camp.

Section III

Successful Pre-Camp Training Program Instills Confidence, Helps Motivate Working Team

Russell Grundke and Ron Vederman

CAMPING MAGAZINE/APRIL 1977

There are many variables that enter into a successful summer camping experience for the youngsters and the organized camp alike. Among these variables are public relations, camper recruiting, maintenance of the camp property, dietary planning, nursing, staff recruiting, pre-camp training, administration and program implementation. These areas, all interdependent of one another, are the determining factors for a positive or negative summer program. It would be difficult to list these variables in a Delphi priority ranking; however, one of the primary issues would have to include the program staff pre-camp training. This article will focus on the importance of that topic.

Determine Goals

Once the ground work has been established for the recruiting and selection of the summer program staff, the first step to be completed in the implementation of the pre-camp training will be to determine the camp's goals and objectives. These are the areas in which the director hopes that everyone will demonstrate some competency by the end of pre-camp.

Even though a camp may have a number of returning staff members, it is always a good idea to review the mission of the camp to refresh their memories as well as for the benefit of the new staff. Since attitudes and cultures often vary from year to year, the director may find that the camp will also have to be flexible enough to change to conform to these new attitudes.

Included with the camp's goals and objectives would be a section on the philosophy of the camp which also may or may not be altered from year to year. Essentially, the philosophy would include some aspect of providing a delivery of services to children, young people, and/or adults depending upon the type of program the camp offers.

The goals and objectives for pre-camp training would best be achieved by establishing some long-range goals that would encompass the entire pre-camp training period. This training period could be as short as three days or as long as seven days for a typical eight or ten-week summer program. A typical

Russell Grundke is the camp director and Ron Vederman is the program director for Hiram House Camp, Chagrin Falls, OH.

goal may be to have the staff know each other's names by the end of the training period. Sensitivity games may be an objective employed early in the time frame to help the staff reach this particular goal. The goals and objectives, together with the philosophy determined early in the pre-camp training period, will help to lay the groundwork for the remainder of the week.

Make It Practical

The second step of pre-camp should be a practical application of the camp's program areas. Counselors must be made aware of the skills in which they need to demonstrate competence since they will be instructing campers in these skill areas. Different levels of knowledge will be needed in programs such as crafts, swimming, boating, cookouts, fire building, wood chopping, compass use and many more. Some counselors may have to demonstrate a greater knowledge of various program aspects than other counselors. For example, the swimming specialists may not necessarily have to know how to saddle a horse, though they should be familiar with the type of riding program the camp teaches. On the other hand, they must be thoroughly competent in swimming instruction.

One method of making the staff familiar with the camp's program is to have the staff live a typical camp day or week as completely as possible while they are participating in the pre-camp training. This might include following the same daily schedule, teaching as well as participating in activities, going on cook outs as a unit, and so on. The sooner the staff is oriented to the camp routine and program, the fewer adjustment problems new staff members will have during the first few days or weeks of actual camping.

Define Staff Responsibilities

A third important phase of pre-camp training should include a component on various staff responsibilities. It is very important to delineate exactly what is expected of the summer staff members. In order to avoid any confusion during the first few weeks of camp, take the time to explain to the staff how the various departments of the summer program depend upon one another for smooth operations. Each staff member has the common goal of working well for and with the groups. However, because of each one's different function, the success or failure of the program relies on how well or how poorly these functions are carried out.

It is essential that the responsibilities of the supervisor, head counselors, and unit leaders are clearly defined so that they understand what will be expected of them in terms of leading their counselors. The same holds true for the counselors so that they may properly lead their campers.

Responsibilities of this nature are extremely important and they should not be discussed briefly during one evening session of pre-camp. Rather, the issue of responsibilities should be stressed throughout the entire pre-camp training period.

Focus on Camper

The first phase of this article has stressed the aspect of pre-camp training that relates to the camp and staff only. The second section will focus on the camper and the role this person plays during the staff's pre-camp training.

Every camp director probably approaches the topic of "how to prepare the counselors for the campers" in a different manner. There are some essential generalizations, however, that most directors share. The common generalizations include characteristics of age, sex, and personality. The economic and social backgrounds from which the campers come will also be important information to pass along to the summer staff. Another common topic often included in a pre-camp schedule is the importance of the camper's socialization with the rest of his or her group. This also includes how the director relates to the camper both as an individual and as part of the group.

How to Evaluate

One final area that should benefit the counselors during the pre-camp training session would be to look at methods of evaluating the effectiveness of the camp's program on the camper. This evaluation form should include such pertinent questions for the camper as:

1. Have you enjoyed camp?
2. What have you enjoyed the most? The least?
3. Have you ever been to camp before? Where?
4. Have you enjoyed the food?
5. Did you make any new friends?
6. Has camp made you more interested in nature and animals?
7. Have you learned anything new? What?
8. Would you tell other friends about camp?
9. Was there anything you wanted to do at camp that you did not get the chance to do?
10. Further comments.

It would be adequate to solicit these forms two or three times per summer in order to get a random cross section of the campers served as well as to tap their attitudes during different times of the summer. Once the questionnaires are collected, the data should be tabulated and the information shared among all staff as soon as possible. During pre-camp would be an excellent time to review the previous year's camper evaluations so that any program adjustments may be made prior to the arrival of the year's campers.

Tool Determines Success

The pre-camp training session for summer staff is a momentous tool which can determine the success of the camp program. Many approaches can be used to present all of this information to the staff. Probably the most common form is to record information in a manual which may be used for reference from time to time during the summer.

At least three full days of training should be required of all staff. Usually, five days and four nights would be a more realistic time frame to totally cover all aspects of summer camp and to motivate people to form a working team. By the time the pre-camp has ended, all the counselors, specialists, unit leaders and the camp director should be confident about their particular roles. The confidence will arise only out of a mutual understanding of campers and the mission of the camp to serve these individuals.

Section III

Delegation—A Misunderstood Management Concept

Joseph J. Bannon

PARKS AND RECREATION/MARCH 1978

The modern manager is one of America's great assets: always busy, hard to get an appointment to see, and harder still to keep his attention. The telephone frequently interrupts. Secretaries run in and out with papers and perplexities. His attention is usually submerged in numerous minor details. Subordinates invariably refer problems to him. Frustrated staff demand of him endless justification of what is taking place in the organization. Only a little time is spent on long-range plans and the future of the enterprise.

Not surprisingly, the "boss" sees himself as an expert in organizational theory: one who is well aware of the importance of delegation. Many managers who supposedly recognize that delegation of responsibility and authority is essential for organizational success attempt to prove it by displaying elaborate organizational charts and colorful administrative handbooks. Yet, in too many cases, they don't recognize the difference between delegation on paper and true delegation.

Scholars in organizational theory admit that although many managers make sincere attempts to put delegation into practice, few meet with success. Thus, delegation is one of the most complicated and least understood management principles.

Good delegation does not just happen; it demands time, effort, and persistence from the outset to develop and maintain the technique. A manager must face the challenge of effective delegation continually. Successful delegation takes thought, careful planning, knowledge of subordinates' areas of competence, effective personal communications, and a willingness to take risks.

What is Delegation?

When a manager assigns work to a subordinate, he is delegating responsibility and authority. In a recent survey, managers most frequently cited the following problems as obstacles to effective delegation:

1. Lack of agreement among supervisors and subordinates on the specifics of delegation. Lack of standards and guidelines.
2. Lack of training to accomplish delegated tasks.
3. Lack of understanding of organizational objectives.
4. Lack of confidence by supervisors in subordinates.
5. Lack of confidence by supervisors in themselves. Unwillingness to take risks.
6. Supervisors' fear that subordinates will outshine them.
7. Fear of punitive action by supervisors.
8. Failure at all levels to understand the advantages of successful delegation.
9. Unwillingness of supervisors to delegate jobs they enjoy.
10. A desire for "nothing short of perfection."
11. A belief that things are going well enough as they are.

The problems cited illustrate that there are no easy answers to the questions that are at the heart of effective delegation: How much authority should be delegated? How much responsibility? How much and what kind of supervision should be exercised?

These are hard questions. The answers to them depend on particular circumstances and the people involved. There are no hard-and-fast rules for achieving or measuring success.

Why Delegate?

Too many managers are not aware that delegation is a matter of self-discipline—the determined use of time for the important functions of managing. The disciplined manager frees himself from chores that waste his time so that he can concentrate on the things he is paid to do:

Problem solving. The manager who is bogged down in details cannot devote his time to improving organizational performance, analyzing future problems, and developing logical and rational solutions to them. The manager who delegates effectively will have time to prevent crisis.

Long-range planning. The manager who delegates effectively can look to the future with a clear head. He can see that organizational goals and objectives are met. If trouble looms, he can develop an action plan and effectively execute it.

In-service education for employees. An area neglected in many organizations is the training and development of employees. A well-trained employee can assume added responsibilities. The importance of training is illustrated by the following scenario: A supervisor complains, "I asked one of my center directors to complete a financial report last week and he did nothing but ask me questions. I could have done the job myself in one-third the time." What this supervisor does not realize is that time spent training subordinates is a good investment. Each subsequent report he asks the center director to do will require less of his own time; before long, none at all.

Coordination of work. A manager constantly involved in detail doesn't have time to carry out another important management function: coordinating work. Coordination should not be confused with riding herd, which defeats the purpose of delegation and stifles employee initiative. Coordination means synchronizing resources and activities to ensure goals are met, clearly specifying and communicating individual and group goals, and establishing accepted standards of performance.

The manager who does not delegate effectively becomes more of a worker than a manager. He works harder, yet produces less than the manager who delegates effectively. By

Dr. Bannon is the head of the Department of Leisure Studies, University of Illinois, Urbana-Champaign Campus.

limiting his effectiveness as a manager, he limits his organization's success.

Delegation places decision making close to the point of implementation. The director of a park and recreation department knows that delegation to his neighborhood center supervisors brings them closer to program participants, encouraging the rapport that is a basic ingredient of program success. Delegation encourages subordinate responsibility and builds self-esteem, both vital to the health of an organization.

Successful Delegation

Successful delegation requires careful planning that takes into account the special character of the organization in which the delegation is carried out. The following guidelines will assist the manager in establishing an organizational climate favorable to effective delegation:

Set job standards that are fair and attainable. It is essential for the manager and his subordinates to agree on standards for evaluation of subordinate performance. Subordinates should assist in developing organizational goals that are specific yet general enough to allow for individual initiative on the part of the person accountable for achieving them. The standards agreed upon should be well understood before starting a delegated task.

Understanding the concept behind delegation. Successful delegation requires that both manager and subordinates recognize their respective roles. Delegation is more than just desirable; it is necessary for a successful organization. A manager should understand that subordinates do things their own way. Delegation is not a technique for ridding oneself of responsibility, but rather for dividing it up. It is a continuing process in which the manager is involved as planner, coordinator, and allocator of responsibility. He must understand that whatever is accomplished is done by working with his subordinates according to mutually acceptable guidelines.

Knowing subordinates' capabilities. The manager who knows the characteristics and capacities of his staff, as well as the facilities and equipment they use, can delegate tasks more realistically and more flexibily, thus more effectively. Selecting the right person for a job is an important aspect of delegation. Delegating for the sake of delegating is always a mistake.

Develop goals and objectives. Unless subordinates know not only what is to be done, but also why, how well, when, with what resources, by whom, and according to what priority, delegation is likely not to work. Many park and recreation organizations have given scant attention to statements of goals and objectives, resulting in time and energy wasted in endless clarification. New approaches—systems planning, participatory management, management by objectives—are now being applied to this problem.

Correcting errors with tact. The manager must use tact and discretion in correcting subordinate errors. Organizations that have employed joint goal setting, management by objectives, and similar systems of management have a distinct advantage over those that have not. Where the emphasis is on "setting the task" rather than on criticizing subordinate error, much of the correction is self-correction.

Rewarding subordinates for good work. Subordinates who do good work should be rewarded. Managers must not lose sight of this principle. The reward may be no more than an increase in the subordinate's self-esteem. Motivation theorists agree that more authority and responsibility are a particularly meaningful reward.

Being a concerned manager. By showing an interest in what a subordinate does, the manager backs up words with action. This can be done in a variety of ways: personal interest in the subordinate's work problems, open discussion concerning these problems, willingness to give support and guidance, and willingness to accept mistakes as a learning experience. How a subordinate sees a show of interest by the manager will depend on the manager's attitude. The manager who "snoops" will be resented, but the one who shows a genuine interest in what is going on will be accepted and appreciated.

Evaluating performance. Subordinates expect an evaluation of their work, even want it. Yet they have their own ideas of how the evaluation should be done, objecting to those that seem pointless, unnecessary, or haphazard. A variety of evaluation systems are presently in use that require evaluation by both manager and subordinate.

Being aware of areas of "No Delgation." There are areas in which the manager will want things done precisely as he specifies. He should make clear what these areas are and why such a position is taken. When a subordinate understands the answers to these questions, there is less chance of a problem.

Providing for in-service training and development. Delegating doesn't mean simply handing out tasks that a subordinate has not done before. The manager must provide appropriate training so that the subordinate has a reasonable chance of success. Training can be specific in nature, particularly when a special skill is involved. From time to time, the manager needs to assess what his subordinates know about their jobs. In most cases this does not require formal training, but rather a systematic plan to find out how well subordinates are doing and what their strong and weak points are. The manager can then plan an appropriate training program.

Don't be too quick to take back delegated authority. Making mistakes and finding and correcting them is a useful form of self-training. The good manager does not take away delegated authority the first time a subordinate makes a mistake.

The manager who wants to know what kind of delegator he is should ask himself the following questions:

—Do I take home a briefcase full of work?
—Do I work longer than my subordinates?
—Do I spend too much time doing for others what they can do for themselves?
—Does my in basket fill up when I'm away from the job for a day?
—Do I still handle duties I did before my last promotion?
—Am I frequently interrupted with queries or for advice?
—Do I work out details that others could handle?
—Am I rushing to meet project and meeting deadlines?
—Do I have to get involved in all the activities of the organization?

If the answer to many of these questions is "yes," the manager should think about the likely results of ineffective delegation: limited productivity for both himself and his subordinates and organizational inefficiency.

Section III

Ten Ways to Help Counselors Grow

Allan J. Weenink

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Summer camps are organized around the principle of being of maxiumum service to children. Camp is a dynamic group experience which seeks to build character, to encourage clear thinking, to stimulate an appreciation of the finest in life, and to foster spiritual development. In this unusual environment young people and children learn to think for themselves, to create, to accomplish, and to grow.

However, there is another potential growth area in the camp picture. Counselors grow too! This is not a new fact; nevertheless, we must develop an awareness here, which too often is overlooked.

Following are some of the factors which aid in counselor growth.

1. Pre-camp training is tremendously important for the counselor. There he first senses his great responsibility to be an example, guide, teacher, parent, and leader, as well as a camp employee. He realizes that he will be doing the most important work in the world—helping young people to achieve growth and maturity, and so become the leaders of tomorrow.

   To be sure, much of pre-camp training is concerned with routine preparation and details. But the director, sensing the opportunity for placing responsibility squarely on his staff's shoulders, can use this period to stimulate the highest thinking of staff members as they confront their task.

   During the training period, preparation for camp opening helps counselors to see the great amount of work involved in running and maintaining a camp. There is no division of responsibility—everyone works for the cause.

   Enough time must be allowed during pre-camp training for informal fellowship, renewing of old acquaintances, and integrating new members into the total group picture. The camp director and other top level staff members should freely participate in these gatherings.
2. When the season opens, there are usually opportunities before and after meals, and particularly when campers are in bed, for counselors and other staff to congregate. The bull session is probably one of the most important recreational, educational, and stimulating activities in camp. Here again, the director and other leaders should share in the conversation even though it means time away from administrative details. They should contribute, teach, and guide during the conversation.
3. Take counselors into your confidence and share with them the great challenge of working with youth. Share the love and feel of the art of camping with them.
4. New counselors should work alongside more experienced ones. It's quite a thrill to see old counselors stimulate and set an example for novices.
5. It is important for the director to seek out a counselor for a talk, rather than have the counselor come to the office. When you single out a person and go to him, he becomes aware of the fact that he's a responsible and vital part of the total program. Office conferences often prove to be stiff, formal and unrelaxed—that fine line between employer and employee can become quite rigid.
6. Praise and humor stimulate growth. Praise a counselor for a job well done. Humor can be helpful in establishing a happy relationship and helpful when discipline is necessary. A little friendly humor in a difficult situation will show you understand, but that you're not happy about the matter. This lessens embarrassment and eliminates resentment.
7. Let counselors know their ideas are welcome. During our camp season, staff are encouraged to offer any and all suggestions to aid in improving any part of camp life. When an idea is adopted, the counselor is thanked at a staff meeting. Also, when camp season is over, we ask staff members to fill out a form sheet and list their ideas or suggestions for improving program, etc., for the next year.

   Although our total program is set down on paper before it begins, we invite counselors to recommend changes wherever they seem wise. The staff enter in, discuss the matter and help make camp decisions. They fell they belong—that they are a part of camp and are helping to run it. Let your counselors have a chance to show initiative.
8. Each year's staff has a different personality. Sense it and develop it fully—be flexible yourself. Develop a sense of loyalty and "esprit de corps" in the group. Help counselors meet the challenge of camping, by showing your own devotion to it.

Counselors' Needs

9. Show the counselors you love and respect them by letting them know you will stand behind them in any situation; and that there's nothing you wouldn't do for them. The director should never contradict or disagree with a counselor's decision in front of children, although he may feel the decision is wrong. Talk the decision over with the counselor later on and perhaps alter it together. You will save the counselor from losing the respect of his children and he will most likely make future decisions that he can stand by.

   Sometimes counselors need as much and even more help and stimulation than do campers. Our number one objective is reaching campers. But when a warm sense of satisfaction is gained in seeing your counselors grow too—your reward is double.

Allan J. Weenink was associated with Camp Westminster, Detroit, Michigan in 1958.

Section III

Appraising Performance—Some Alternatives to the Sandwich Approach

Regina B. Glover and Jim Glover

PARKS AND RECREATION/NOVEMBER 1981

Picture this: You are the director of parks in a large municipal park and recreation system. Your job is, for the most part, challenging and rewarding, except for a few unpleasant and very difficult duties. Such as performance appraisal.

It happens that today you must conduct your annual appraisal interview with Joe, the superintendent of Pine Ridge Regional Park. Joe has two performance problems which you intend to address. One is that he frequently tends to be abrasive to his staff members, a characteristic that has resulted in complaints to your office. The other is that he is frequently uncooperative with recreation program staff who want to plan programs at "his" park. You have prepared a list of three or four instances illustrating each problem.

At the appointed time, Joe comes into your office. You exchange a few awkward pleasantries, and then you begin to discuss his performance. You start off by telling Joe that he's doing a good job, and you list several of his strengths.

Joe thanks you politely, but you both know what's coming next. "Joe," you say, "there are a couple of areas where I think maybe you could improve . . ."

You introduce Joe's weaknesses and cite your examples. Joe becomes defensive citing reasons for his actions in each case. He refuses to actually acknowledge any problems, but eventually agrees to see what he can do to improve in the areas you mentioned.

As the interview draws to a close, you try to end it on a positive note. "Joe," you say, "you're doing an excellent job with the maintenance crew up there."

Sound familiar? If it does, you are among the large numbers of managers who still rely on the old "sandwich approach"—give 'em the good news, hit 'em with the bad stuff, then give 'em some more good news so they don't feel too bad when they leave.

Employee appraisal is still one of the least understood and poorly managed administrative jobs. Over the past several years, though, it has received a good bit of attention from applied behavioral science researchers. What these researchers have found can now help us to improve on the traditional sandwich approach as previously illustrated. Four recommendations, in particular, can be made to agencies and managers who wish to use appraisal systems to really improve their employees' performances.

1. There should be a strong separation between appraisal for development purposes and appraisal for administrative decision-making purposes. Employees who are being evaluated primarily for the determination of salary and promotional decisions tend to be more defensive about appraisal than those who are made to feel that the purpose *really* is to help them do a better job. A study in the G. E. Corporation in 1965 concluded that interviews designed to improve workers' performances should not at the same time weigh their salaries or promotions in the balance. It is true, of course, that it may not be possible to always make such a clean separation of purposes. The separation, however, can usually be made at least partially, and developmental goals can often be given a higher priority in appraisal systems.

2. Appraisal systems should provide "coaching" on a regular basis. In the illustration given, the appraisal interview was a once-a-year event. Yet performance feedback at frequent intervals is a fundamental principle of effective teaching and coaching. Both logic and the research tell us that employee performance will not be positively changed in systems where the evaluators merely "gunnysack" their ammunition for an infrequent "showdown" with their staff members. It is better (though probably more work) to coach the employee on a frequent basis, providing the kind of support and feedback that is necessary for constructive behavioral change.

3. Training of evaluators is a critical component in the overall appraisal system. Many common errors of appraisers can be minimized through training. Some of the most common errors include the following:

—The "halo effect," whereby the evaluator judges the individual almost entirely on the basis of a single factor;
—"Central tendency," whereby the rater tends to rate all the factors within a narrow range (for example, you might rate an employee as "average" on *every* item on an evaluation form);
—"Recency error," whereby the rater tends to base his or her appraisal of an employee on a recent, easily remembered event, either positive or negative; and
—"Personal bias error," whereby the rater allows some personal prejudice to influence the rating of an individual.

These and several other common errors can be reduced by making appraisers aware of them and providing appraisers with the skills needed to avoid them. Additionally, training can help appraisers develop the interpersonal skills necessary to deal with the stressful aspects of the appraisal process and to improve their coaching abilities.

4. Appraisal should be behavior specific. Many appraisal systems still rely on evaluating personal characteristics which are not demonstrably related to specific job performance. Such systems, besides being of dubious worth, are illegal.

In our hypothetical illustration, however, we have a situation where a personal quality may indeed be directly affecting and employee's performance. That is, Joe's unwillingness to cooperate with the recreation programmers may be directly resulting in a less effective use of the park than is desirable. If you, as Joe's boss, believe that to be the case, what should you do? On the basis of the current research on the subject, you should work with Joe to develop a behavioral goal which

Regina Glover is an instructor and Jim Glover an assistant professor of recreation. Both are on the University of Maine faculty.

relates to the solution of the problem. Perhaps, in this case, the goal would be to have a specified increase in the number of programmed activities at the park.

But regardless of what particular goal is eventually agreed upon, two basic points are important: (1) Joe's appraisal should have focused on specific, *job-related* behaviors (such as the development of programs at the park); and (2) Joe should not have left your office without a concrete plan for addressing the identified deficiency. Of course, it might take more than one meeting to develop such a plan. In that case another meeting with Joe should have been scheduled.

After the plan has been formulated, your job is to *help* Joe with its implementation. This may require only a few words of encouragement now and then. Or it may require something more substantial—perhaps a series of meetings between you and Joe in which you try to help him develop the skills he needs to surmount the problem.

These four general recommendations are based upon research conducted on performance appraisal. If put into practice and modified to meet your organization's needs, they should make your performance appraisal a more constructive process in the long run. It is important to remember, however, that these guidelines will not immediately solve every performance problem. Performance appraisal is an extremely complex process which is still far from well understood. There is little doubt that future research will result in many improvements or modifications to the guidelines presented here. At present, however, the best available evidence seems to show that these rules of thumb offer the best chances of improving employee's performances. One thing at least is certain: We can do better than the old sandwich approach.

Section III

Administration and Organization

Discussion Questions and Resources

Questions

1. Ask class participants to role play a panel of parents, staff, campers, and administrators. Discuss the question, "What is the role of a camp director?"
2. Have camp directors discuss why they wanted to become a camp director, and what they see their role to be. Ask them to discuss their top three priorities.
3. In small groups, have camp directors present their camps' organizational design. Discuss how a camp's organizational design is related to philosophy.
4. What are the advantages and disadvantages of: centralized and decentralized; short-term and long-term; agency and private; general, specialized and skill-oriented camp programs?
5. What are the prime objectives for staff training and supervision?
6. What premises can be used for assigning staff and campers to different groups?
7. What things can camp directors do to make staff act in a more responsible manner?

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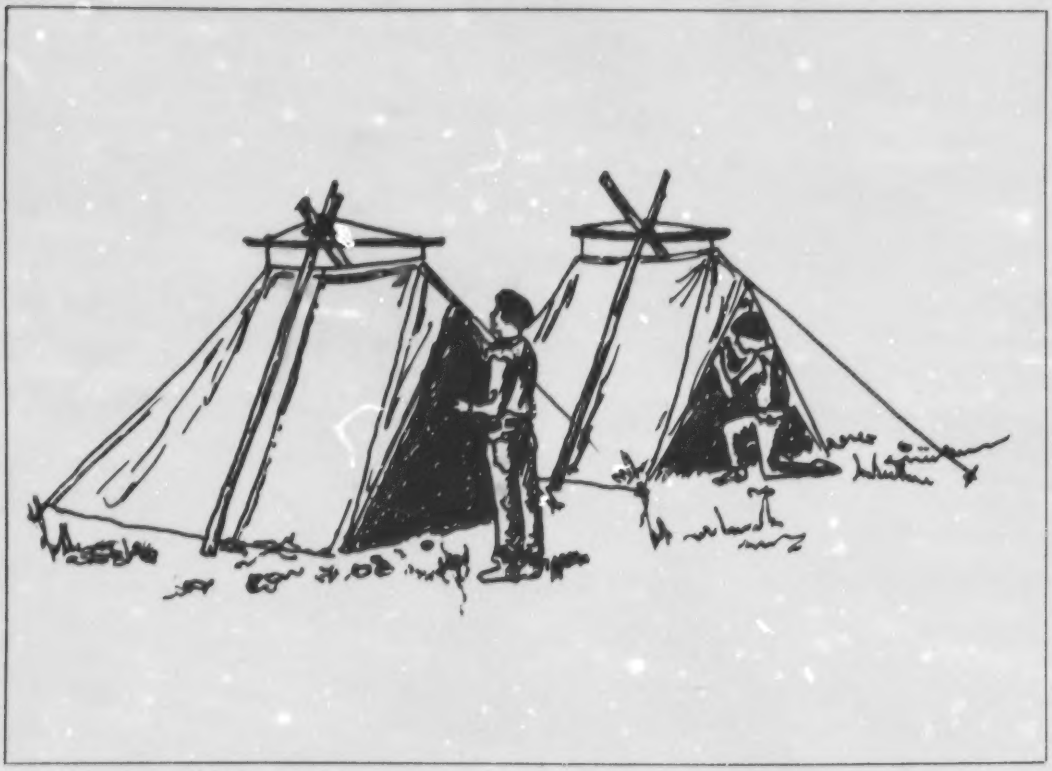
Section IV
The Camp Program



The camp program for each camp is varied and different. It might be viewed as the camp's personality, and it is the reason for its existence. However, with the unique differences in program approaches, the process remains the same. The following interviews were conducted to solicit the opinions and views of two people who have been concerned with the development and improvement of camp programs. They are: Nannette Enloe, Director of Program Services for the Northwest Georgia Girl Scout Council, and Jan Adams, Director of Camp Idlepines for Girls in New Hampshire. In addition to their camp responsibilities, both women have given extensive time and leadership to the American Camping Association.

QUESTION 1. *What are the essential components of camp programming?*

Enloe: "As I think about this question, six things come to mind. First, and most critical, is the development of a clear statement of purpose, or rather, what is to be accomplished at camp. Second, it is knowledge of the campers; i.e., their needs, interests, experiences and expectations. Third is identifying and developing staff leadership skills. The fourth element involves those tangibles that affect potential activity options such as: the site, facilities, and budget. The fifth element involves the camp director's knowledge of and ability to keep up with the 'state of the art.' A camp director needs to know what works and what new things are being developed. Finally, the sixth element is learning to prepare for the weather. This is an area that can never be overlooked in programming for an organized camp."

QUESTION 2. *What are some important considerations in programming for different groups?*

Enloe: "To determine this the camp director has to think through the campers' needs, interests, and experiences in light of the camp's goals; no matter what the age, ethnic background, or handicapping condition a group might have. Then, determine if the campers require special considerations to achieve the goals. When special or different groups attend a camp, special planning and attention may be required to reach the established goals.

"There is a need to take the expectations of the group into consideration and determine how realistic they are in terms of the camp program and setting. Before the group arrives at camp, those expectations need to be as close as possible to the camp goals, and this does not always mean a change in attitude on the part of the campers. The camp director should consider adjusting the camp program by changing or altering activities, the schedule, or the setting. I believe all options should be explored and considered before deciding which direction will be best."

QUESTION 3. *What methods or techniques have you used to collect information on campers, and then, how do you use the information?*

Enloe: "First, there is a prerequisite; it is to acquire a basic knowledge of child development. After this has been accomplished, you can begin. If you are working with groups that have on-going programs throughout the year, the best source of information is the leader. A personal interview with the leader will give excellent information. If you cannot meet with the leader face-to-face, a phone call, letter, records or group liaison can give good information.

"The next source of information is the parents. It is best, once again, to have personal interviews with parents; however, parent information forms sent to parents before camp give good information and opening days of camp provide opportunity for communication. Be sure to request information about prior experiences, parent expectations, and any special physical or social needs.

"Next, the campers should be interviewed. Ask them what they have done, would like to do, and hope to do while they are at camp. Talking with each camper will give good information, but doing something a little more creative often gives excellent information. One of our camp directors likes to have campers draw pictures of themselves. The pictures are often very revealing and helpful in preparing for the camp program.

"Finally, there must be ongoing evaluation, based on the camp director's observations, the progress records of the campers, parents' comments, and the staff's opinions.

"As for using all of this information, I feel it relates back to the components of programming. The information provides guidance in making decisions as the program is developed and implemented. To illustrate, it helps in grouping campers, in selecting activities, in assisting counselors as they guide camper living."

QUESTION 4. *What can a camp director do to develop a successful program year after year?*

Enloe: "A camp director needs to build strong communication with staff and campers. It is necessary to know exactly what is going on, especially from the participants' point of view. Also, it is important for the camp director to always want to improve the situation and be flexible in approach while working toward the camp's goals.

"In closing, let me emphasize that the camp director's enthusiasm for the potential of the camp and the campers is critical. The camp director's ability to challenge people to improve camp program and their own skills is important to success. No one person has the single formula for success. We need to share with one another, read, listen, and learn constantly. Camp programs are forever changing, and we have to be ready for meeting the challenge ourselves."

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QUESTION 1. *What role does the camp director's philosophy play in the development of the camp program?*

Adams: "Speaking as one camp director to another, not as an expert reviewer—What do you need to know to begin?

"Ask yourself two questions. The first question: Why am I here in a position of camp leadership? Your answer will be the philosophical substance permeating every segment of your camp program plan. The second question: How will I enable the interpretation of this philosophy to others? This examination will in itself provide the resources. You will be led to seek those who will join you in developing your goals and objectives, and the methods selected to process the achievements will logically follow."

QUESTION 2: *How important is it to consider the needs and interests of the campers in planning program?*

Adams: "To the degree that you first assure program design around four certainties for everyone with you, interests will come second.

1. The need for love—to feel good about the content of time and space you are privileged to share
2. The need for learning—its true essence actualized when each one shares out of oneself with another
3. The need for limits—the well-thought-out procedures for enabling all to participate to fullest capacity at that moment in life
4. The need for laughter—impromptu or planned gives breadth not only for fun and enjoyment, but a healthy resiliency from its own depth as well"

QUESTION 3. *Which comes first in priority, the program determines the site or the site determines the program?*

Adams: "Your entry into camp programming is one of fantasy or fact. Time, space, operating funds and human energies are your program perimeters. Who you serve directs attention to the site. Build on the strengths of that site! Creative programming is the key to its fullest utilization. New people with new approaches introduce the new possibilities. Careful listening will bring answers to questions you never even thought to ask. And a shared idea may be the exciting way to interpret your philosophy in providing 'Better Camping for All.' "

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Section IV

A Time for Discovery

Lois Goodrich

CAMPING MAGAZINE/SEPTEMBER-OCTOBER 1979

This year of the child has caused us to focus on the very thing camping is all about, despite our entanglements with costs, governmental controls, insurance, legal concerns, and management techniques which tend to blind us from our purpose.

"We have a responsibility that transcends all else. We have the child," stated Harold Pluimer, the noted futurist and writer, in his address to the ACA convention this year.

And today's child is the product of a world confused by the effects of the greatest rapidity of changes humanity has ever known. Vast numbers of children are removed from their sources, the natural world; removed from the permanence of family, grandparents, neighborhood, the companionship of siblings in large families; from work and responsibilities connected with houses, yards, lawn mowing, dishwashing, even can-opening. Working parents often have little time for family life and "doing with" their children. This leaves many children useless, empty, lonely, spiritually unemployed, starved, confused.

Entertainment and "things" are often substituted: radio, TV, toys, gadgets, drama, dance, or music lessons. The child is left with these, and time to think. But what, out of it all, can he put together? Our society tends to keep him fragmented. The departmentalism of school at an early age increases as he grows older and specializes in college or career. As a child, not even seeing where father and mother work, nor understanding what they do, never having the family budget explained so that his or her part is understood, all tend to fragment the family. Even the digital watch today doesn't allow the child to see the whole face of twelve hours and understand time or learn to mete out and set priorities for its use. From forty-five years of experience with urban children, this writer has found that the average city child cannot see the stars through the lights and smog overhead and cannot see or say where the sun rises or sets because of the barrier of buildings. The average high school child cannot divide or multiply the recipe for four on a Cream of Wheat box (3-1/2 cups water and 2/3 cup cereal). He has difficulty in applying what he "book learns" in one subject even to the simplest needs of daily living, much less relating it to his individual life or values.

"The student today learns the 'how' of doing great things but the 'why' of nothing," said Dr. Durwood Allen of Purdue University.

All too often camps add to this fragmentation with their busy schedules of activities and skill learnings, such as: (taken from camping advertisements in the New York Times Magazine) riflery, archery, gymnasium, basketball, tennis, boxing, soccer, field hockey, trampolines, theatrical auditoriums, radio, electronics, water skiing, bowling, fencing, judo, go-carts, languages, speed reading, and sometimes field trips.

The world expects the child somehow to put together what she or he gets from these camp activities and snatches of home (or homes of the divided family), school, street, TV, and sometimes church into a whole person, balanced physically, emotionally, intellectually, and spiritually, in order to fill a useful place in society. Even if the child succeeds in some skill at camp, the inner child is sometimes crying to be heard and helped. Who knows or takes time to listen? If she or he wanders to the woods alone to get perspective and find answers from the natural world, this child may be seen as an isolate and brought back to a skill.

Camp *should* be the one place in the whole world left for the child to pull together the segments of life from home, classroom, TV, club, street, and less often now, church. Camp is the place for a child to discover his picture as a whole—himself—to learn how he can *live* with children and adults; establish close relationships while meeting real difficulties and differences and working them out together; how he can fill a whole living role, taking responsibilities, sharing, working, giving, receiving.

As long as twenty years ago, C. Walton Johnson, former camp director and author, could see what was beginning to happen to children and to our over-busy camp schedules filled with "things" more appropriately taught in urban areas. He wrote: "So what do we really want for our children? Are we primarily concerned that they become athletes, beautiful swimmers, expert craftsmen? Are we most concerned about their skills, or do we have deeper concerns that have to do with personality traits, attitudes, insights, self-reliance, resourcefulness, self-confidence, moral convictions, a sound philosophy of life, and a real and sustaining religious faith? It is becoming increasingly evident that the real mission of the summer camp can be accomplished only by child-centered camps with nature-oriented programs and counselors who are both nature conscious and child conscious. Such a mission will hardly be accomplished by camps with programs built around athletic sports directed by activity-conscious counselors."

And Pluimer, giving the keynote to the ACA convention said, "The most successful therapy today for mental illness is a walk in the woods."

Ron Kinnamon, author, educator, and YMCA executive said, "Bank America, in a recent study of what future America will be like and will buy, found with all socio-economic groups, they want 'less' and 'better,' more leisure with less ball-bouncing—back to nature, personal fulfillment rather than things; less interest in sports."

When Elizabeth Provence, in the March issue of *Camping Magazine*, so touchingly revealed the eight or more values which surfaced from camp experiences and remained indelibly to give quality to life for thirty years, sports and activity schedules were never mentioned, but rather: living intimately with a group, mixed racially and economically, as they built fires, cooked outdoors, developed a campsite,

Lois Goodrich retired as executive director of Trail Blazer Camps in Port Jervis, New Jersey, in 1981.

slept out at night, carried and shared daily responsibilities, worked out together a problem of stealing, "trekked about the woods and meadows, made things from native materials."

Equally important was the time alone to get in touch with their surroundings and themselves, to be quiet and contemplative, to discover creative writing, "poetry waiting to be born," a chance to hear and use for a lifetime words from the director at Vesper time, and gain a sense of power greater than themselves through spending those days outdoors in sun, rain, storm, quiet, darkness, and moonlight.

Likewise various writers this year have reinforced the same theme: feelings about and relation to nature, to people, and to oneself—the spiritual facet of life.

Marjorie Stith, professor of Family and Child Development at Kansas State University, wrote, "Children need recurring opportunities to value 'being'—to sense the deep quietness of a forest trail, to listen to the sea—register the cry of the gull, feel the surf—to attempt to number the stars, spot the Big Dipper and the North Star, catch sight of a bird on her nest, learn the sweet smell that rises from leaf mold. Children need people—help in seeing and feeling—adults who are willing to ask questions, to wonder and to learn. They need the opportunity to talk with a counselor about great questions of life and death. Who am I? Where am I headed? How do I get there? Children somehow profit from superordinate tasks: the accomplishing of a task together, such as shoulder-to-shoulder experiences, lashing a table, digging a latrine, putting up and sharing a shelter."

Reynold Carlson, one of the most distinguished personalities in camping today, suggests, "Do some hard things in the woods—perhaps get wet and cold in the process but get warm and dry by the open fire," for which you have sawed the wood.

Time Blocks

If emphasis is truly to be on the child, how should camp be organized to allow large blocks of time and a place to work out, with others both different and alike, the difficulties and joys of living, planning, working, shouldering responsibilities, sharing, giving and receiving, and learning about the natural world the child came to experience? Where but in the home group and with whom better than with two group counselors should questions of physical care, cleanliness, morality, sex, drugs, race, religion, war, peace, vocations, hobbies, values, and goals be struggled with together?

Shouldn't the most important person or people in the child's life be the group counselor or two counselors? Shouldn't the program be such that the group counselors live and work all day with the group, are present as bull sessions start, fights brew, or as the moments arise when the child wants to talk about what's on her or his mind? Shouldn't this group counselor be the most discerning, understanding, experienced, and skilled person on the staff? Who should be more qualified to listen to the child at the right moment, to guide—seeing the whole child in every situation the child is meeting, day and night?

Wouldn't the average child benefit most by living in such small groups, each led by top quality, whole, mature counselors?

Shouldn't these groups live out-of-doors and derive their programs from that very fact and circumstance, as Carlson suggests, "in contact with earth—sun, rain, trees, animals, insects, fish, soil, grass, flowers, learning their relationship to the child and to each other," meeting life's necessities and joys and discovering and using what is around them for their own enrichment: a wealth of knowledge in the natural sciences, developing creativeness and ingenuity in writing, music, sketching, making things of native materials, vegetable gardening, cooking, building, inventing conveniences, applying arithmetic, spelling, reading, writing, food orders, figuring costs, following recipes, using nature reference books; swimming, perhaps fishing; learning how to care for their bodies with a balance of nutritious food, enough sleep and rest and exercise—all while practicing living closely and graciously with others with genuine concern and respect for "being?"

Campers should come to know so many realities, should learn the sources of things and realize man's dependence on the natural world. In one camp, for example, campers raised and used in their menus daily a vegetable garden of beans, greens, lettuce, carrots, zucchini, tomatoes, onions, cucumbers, green peppers, and kale. "It's like a real carrot," an urban child said when pulling her first one from the soil. They picked blueberries and made their own blueberry jam and their own ice cream, picked apples for pies, caught fish for breakfast. Eleven-year-olds were wide-eyed to see popcorn pop over their fire and said, "Why, it's just like that at the movies." Only at the end of a taffy pull, as the counselors cut into pieces the long beige rope of a camper's taffy she'd pulled, could this twelve-year-old realize what she had actually accomplished, "Why, it's like candy you buy!"

They dug from a streambed and processed their own clay and fired their finished projects in a homemade kiln with wood they gathered and sawed. Finally, they took home, to decorate their rooms next winter, bowls they once knew as mud between their toes, grass mats, seed necklaces, carved wooden pins, and other beautiful things they made from native materials.

Their daily fires for cooking and for evening powwows were from wood they had gathered, sawed, and split. From other trees came shelter, work tables, benches, and other conveniences. They experienced dependence on a natural world which we hope will make them want to conserve it, and they found that their own efforts could convert natural resources into actual uses—that the real is more genuine than the tinsel; that the handmade is more precious than the store-bought; that they can actually work, both individually and together, and do a job well; and finally, that happiness rests on these simple realities.

Other Needs

Meeting physical needs is only one basis for program plans. Emotional and spiritual needs can be met in this group life. In the exchange between campers and counselors, interests and ideas are given chances to develop as the group plans its own program. There are streams to wade, valleys to explore, flowers, wood animals, spiders, anthills, stones, mosses, ferns, salamanders, and butterflies to discover, hillsides to sketch, stars to know and sleep under, berries to pick, pies to bake, wood to whittle, clay to dig from the streambed and mold, local Indian and Pioneer life to learn about, vegetables to grow, bird songs to wake up to and to learn, birds to see and watch, perhaps a lake to explore, swim in, and fish from.

In her book, *A Sense of Wonder*, Rachel Carson said there should be time "to listen and talk about the voices of the earth and what they mean—the majestic voice of thunder, the winds, the sound of surf or of flowing streams. And the voices of living things"—and a rare and wonderful chance to lie on the earth at night in late August and "listen for the voices of bird migrants apparently keeping in touch by their calls with others of their kind scattered through the sky. I never hear these calls without a wave of feeling that is compounded of many emotions—a sense of lonely distances, a compassionate awareness of small lives controlled and directed by forces beyond volition or denial, a surging wonder at the sure instinct for routes and distances that so far has baffled human efforts to explain it."

Given time in such a small camp setting, the child can begin to "feel" the environment, draw it close about herself, love

it, understand it as an intrinsic part of herself. One adolescent wrote, "I look out across the hills at the mountain . . . Then I think how grand God is that He has made me part of His great masterpiece this summer."

If these elements of program are most important, what implications are there for staff recruitment, application forms, salary scales, the highly specialized counselor or camp? Staff training? Time? Emphasis? College courses? ACA Directors' training? Campsites? Camping's public image? Parent education? Values? Goals?

The child needs perspective. (We all do.) She and he need not so much to be "taught," but to be enabled to discover, figure out, given a chance to be alone, to see, absorb, feel the wonder of the natural world, their relationship to it, let it nourish and deepen their spiritual, intellectual, inspirational, mental-emotional, and physical well-being, balance, and growth. We need to allow and encourage this child to express what she or he is feeling from this new vantage point, as did this eight-year-old:

"The moon is full
And I am small."
and a young adolescent:
"Dear Lord,
I'm not sure you see
Do I count, am I me?
Hold me in your gentle hand
and teach me what is right
But Lord, I must be free
so please don't hold too tight."

Our camps should allow time, settings, and experiences which enable the child to be spontaneous, creative, to think, to dream the impossible, and to develop feelings of self-confidence, self-esteem, and a belief that if one can imagine it, it is possible.

As Pluimer stated, "This is the child. And unto every child that is born, raised and taught, there is renewed hope for the human race.

The hopes and beauty lie in her or him who sees it. Never let the child cease to wonder, hope and to dream."

And at each day's end a child should surely have experience with a *small* fire—sit close to it, tend it, feel its warmth and the warmth and security of her or his close-knit small family group gathered round; and in the wonder and magic of firelight be able to talk, in the semi-darkness, of the problems that bother—begin to form attitudes, think out values, grapple for the ends for which he or she might live—begin to put together the fragmented pieces of learning toward becoming a whole person.

Camp directors, who know something of the impact that closeness to nature can make upon man, the impact of a small campfire, of an exemplary life, of close personal relationships, the impact of love and loving care on a child, must recognize here the essential ingredients which go into the "magic formula" that can go far toward creating wholeness in a child, and in a summer—can heal and restore a soul.

Section IV

Committing Yourself to the Campers

Mary Faeth Chenery

CAMPING MAGAZINE/MAY 1978

Many camp staff manuals deal quite well with the essential details of camp operation—maps, safety procedures, camp traditions, and program schedules, to name a few. A less frequently covered topic in the manual is the matter of the behavior and feelings of counselors and children. This is written to provide counselors with a few last minute reminders which might make a big difference in creating happy relationships with the campers in their charge.

Your example is probably the most important influence on the children at camp. Please think through the implications of this; think about who your models have been.

Commit yourself. You may not yet have taken time to say, "I want the children to come. I want to live with them for the summer. I want to be their friend, trust them, and have them trust me." Say it now, listen to it, mull over what it means.

Your job here revolves around people and their feelings. Recognize that in almost everything you do you will be dealing with feelings. If a camper or counselor is having more than the expected difficulty with a problem or a task, look or ask to see if there are strong feelings associated with some part of the task. Just being aware of the invested feelings will help you both understand and deal with the accomplishment of the task.

The expression of emotions is good, as a rule, and should be dealt with openly. That is to say, it's all right for someone to be angry or sad, for example; and it is better to recognize the anger or sadness for what it is than to suppress it and thereby turn it into something else (for it will be expressed somehow). It seems that emotions which are recognized, expressed, and acknowledged are less likely to be transformed into exchanges which hurt someone.

An example: One or two campers may be upset that another camper does not work as hard as they do during clean-up. If they keep their feelings of anger and injustice unspoken, the emotions may get expressed as dislike and isolation of the camper with whom they are angry.

If, on the other hand, the campers can understand that they are angry at what the other camper is failing to do (the task) rather than the girl herself (the person), they can continue to be friends with her, while explaining to her their unhappiness with her performance during clean-up.

They could say to her, for example, "it bothers us that you don't seem to want to clean up as well as the others in our cabin." This approach is much more likely to help improve the situation than the disturbed campers saying to each other, "we don't like her, she won't do her job."

As well, the open expression of positive emotions is extremely important. You may think that your behavior shows your approval or happiness with your campers, but they may need to hear it spoken.

Dr. Mary Faeth Chenery is an assistant professor at Indiana University and an associate camp director.

In judging or reacting to some behavior, especially where you must disapprove, react to the action and how it makes you feel rather than disapproving of the person. "That was not a helpful thing to do" rather than "You're not a helpful person" or even "You're not being helpful." Or: "When you do that, it makes me feel discouraged or unhappy."

This approach avoids making people feel that sometimes you hate them and sometimes you love them. Rather, you love them, but sometimes dislike some of the things they do.

This way, too, you don't encumber yourself with ambivalence about your campers, and you can share more fully in their feelings.

If the campers can count on your friendship and love at all times, it becomes much easier for them to accept the times when you may disapprove of something they do. Praise and blame have one set of meanings when they come from a trusted source and another when they come from untrusted sources.

Most people are more willing to cooperate and abide by rules and guidelines when they understand the reasoning behind them or when they participate in the making of the rules. "Because it's a rule" is not a good answer to the question "why shouldn't we do it?" You need to figure out for yourself and for your campers the reasons for having a rule. In rules at camp, the most frequently found reason will be the reason of safety. While some may think that the camp's concern with safety is overcautious, the responsibility with which the camp is entrusted is too great to allow any room for avoidable risk.

The second step beyond understanding a rule is to establish a willingness to accept it. Especially with rules like the ban on smoking, the camper can understand the reason for a rule and disagree with it. Yet in disagreeing with the reason, the camper may still be willing to accept and abide by the rule during camp. There need be absolutely no ill feelings about this kind of situation if it is handled openly and with understanding.

In fact, it may be a postive learning experience for a person to be able to say, "I disagree with this rule, but I can understand that you feel it is important and necessary in this living situation. Because it is important to you and to the other people around me, I will accept the rule and abide by it while I am here." This kind of independence and choice-making is a significant development for an individual in self-determination and in relations with other people.

The camp exists to provide a purposeful environment in which children can learn and grow. Having a sense of purpose, doing things, making things—these contribute significantly to the sense of self-worth of a person, a very important part of the growing personality. For most people, making something, creating something, or doing something actively is pleasurable.

Fortunately, most children do not need external motivation to inspire them to become active in the camp environment. There will be some children, though, who are not self-starters, who cannot overcome by themselves the inertia that prevents them from doing things. Frequently these will be the children who seem homesick, who claim unhappiness, or who are lonesome.

Motivating Campers

These children need help beginning, getting started. Once active, the problems of homesickness, unhappiness, and loneliness often, though not always, evaporate. There are several ways which may be helpful in getting children who seem unmotivated going:

One of the most effective ways is to call the camper's needs to the attention of a few of her cabinmates, asking them to help her by including her in their activities (a partner in tennis, crew in sailing). It may help to ask the cabin or tent-

mates to do this to help you, their counselor, as well as to help the camper. This request should be made very tactfully and carefully, though, so as not to embarrass the camper.

If a group of children can't think of anything to do that interests them, frequently it helps to say what you want to do and ask them to join you rather than asking them to generate ideas. That is, rather than asking "what would you like to do?" try, "I'm going off to play basketball, will you come play with me?"

The campers who seem unhappy and who say they don't want to do things ("I don't want to work on my sailing ranks") are sometimes people who are negatively motivated by pressure and competition. Thus, the appeal "our cabin's going to win if you'll just get your rank" is not effective in motivating them. Sometimes suggesting that the camper work on the activity because it's fun and you enjoy it, because it is a skill he or she could enjoy beyond the rank, or because it is important to the teammates (not for the prize) will have more influence.

Of the many goals at camp, developing in the child the ability to direct herself, to use her talents and energy in a constructive, active way, to lead at least herself if not others, is perhaps the most important. The role of camping in this area of development is all the more important for those children who, during the rest of the year, passively receive information in school and entertain themselves at other times by sitting in front of a television.

Have great expectations for all your campers, for yourself, and for your cabin or tent as a group. High expectations frequently become self-fulfilling prophecies and optimism and belief in people are communicable.

When your campers arrive, make them feel welcome and wanted, help them to feel part of something great (their cabin, camp group, the whole camp).

Explain to them your great expectations—not necessarily that they should be an ideal cabin or tent—but that each one can learn, grow, share, and be happy in so many ways.

Be alert to the individuality, the uniqueness of each person. Take time to get to know each camper. Patience and a sense of humor help.

If a camper seems isolated or unhappy or less active than usual, when looking for reasons also consider whether he or she may be getting sick. Many children feel awkward or afraid about mentioning that they don't feel well, especially when their parents aren't around.

Section IV

Program Ideas—Getting Yours

JOURNAL OF CHRISTIAN CAMPING/NOVEMBER-DECEMBER 1979

What characteristics make up a good camp program? What program ideas excite camp directors today? Where do they get their ideas? In a series of interviews, the Journal staff asked these and other questions to five camping professionals working in widely scattered places throughout the United States. They talked about programming as it happens in New York, Wisconsin, Southern California, Texas, and Florida. Though their camps, programs, and clienteles differ widely, all five agreed on the importance, the extreme importance, of having high quality, dedicated staff to make a program work. Many of their other ideas follow in condensed form.

Bob Frembling is a professor of camping at Biola College in La Mirada, California. He typically spends his summers directing youth camps. He most recently worked with Shiloh Ranch, a youth camp in Agoura, California.

In programming you always need to watch for the changing attitudes and needs of your campers. To do this you can go to your campers and talk to them, listen to them, discover their needs, and develop your program from what you learn.

When I develop a program I usually try to keep four concepts in mind. First I try to emphasize the individual contact needed to build friendship and trust between campers and counselors. Then I try to offer a variety of program activities so we can appeal to a broad segment of people.

Beyond this, I feel a program should offer a graduated learning experience to keep campers coming back. And finally, I feel an obligation to be prescriptive in my programming. That means I should sometimes stretch campers by giving them what I feel they need rather than always allowing them to breeze through on what they want. Sometimes these prescriptive activities might not be popular at first, but I think it's important to do things that stretch your campers.

Any type of camp program activity should also be fun, from the campers' points of view. This is especially important for kids, because summer is their free time and they want to goof around. Camp is not school and it's not church. It's basically recreation. Besides, if there is any way of life that should express fun, it's the Christian life.

A camp program should avoid artificially compartmentalizing life into "spiritual" times and "fun" times. Teaching, disciplining, witnessing, and discipling should develop naturally out of each day's activities. Counselors can convey the Christian life much better through their actions than through their words. This places a lot of importance on the staff. Right now I think camps generally tend to underemphasize staff building while they overbuild their facilities.

I'm also a believer in camps for longer than one week. In five days of camp it's hard to get off the superficial levels of relating to each other. A longer camp can help this problem. For instance, in one three-week high school program, the kids were in camp for a week, went backpacking for a week and returned to camp for their final week. Between the first week and the third you could see a tremendous growth of friendships and closeness that jelled during their week of backpacking.

Bob Fruhling is the director of camps for the Educational Alliance, a Jewish community center serving the needs of people living in lower Manhattan, New York, NY. He directs the activities of three types of camps—one for senior adults, one for mentally handicapped persons, and one for children ages six to sixteen years old.

Essentially we consider a camp experience successful if the children or adults finish the week or weekend feeling better about themselves. They've gained more insight into who they are and what they can do. They have more ability to cope with their lives back at home.

For instance, life for senior adults is frequently a time of deterioration. Their spouses may have died and so have many of their friends. Their world is narrowing. We try to bring groups of these people together so they can branch out and make new friends. It's not unusual for lasting friendships and even marriages to result among acquaintances made at our camps.

Another of our programs is a pre-vocational camp for mentally handicapped teenagers. They stay several weeks and work in "sheltered" jobs at the camp or in the surrounding communities. They receive minimal pay for their work, but the idea is not for them to make money or even prepare for a specific type of vocation. We are really giving them an idea of what working is all about. They have to get up on time and make their own beds. If they goof off they receive less pay. We have times we talk about their work. And when they leave to go home they have a basis for success in whatever work they decide to do.

In one area of our youth camp we run a five-week wilderness adventure program. The children use the camp as a base for a series of three to five-day trips of various types. We have such trips as survival trips, horseback trips, canoe trips, and bicycle trips. They go on one type of trip for a week and then return to the camp for the weekend where they prepare for the next week's trip. This program makes young people from the city more knowledgeable about nature and about themselves. It shows them that they can climb a mountain and rappel down a cliff. Things they likely thought they would never be able to do.

We experiment a lot with program ideas. I talk to other camp directors and poll other community agencies to find out what they are doing and what needs are going unmet. If we experiment with something and it doesn't work out, we don't have to do it again.

Kent Skipper is the executive director of the Dallas Salesmanship Club Camps, two year-round camps for emotionally disturbed kids from the greater Dallas metropolitan area. One camp is for boys eight to fourteen years old. The other is for eleven to fourteen year-old girls.

Typically the young people stay at our camps for nine to eighteen months. During that time we are able to help the vast majority of them.

We build our program around several major concepts,

starting with a high quality staff. We look for young, bright, energetic men and women with bachelor's and master's degrees. They need to have the character qualities appropriate for modeling for the kids. They must be highly motivated because they live with the kids five days a week, twenty-four hours a day, year round. They need to know how to help the kids get their feelings out and at the same time put definite limits on their behaviors.

The counselors need to know the kids intimately. We see all kids are going through a sequence of developmental stages. The counselors must determine where the child is at in his or her development and what activities and responsibilities the child can and cannot tackle.

The young people live together in groups of ten. The group focus plays an important part in our program. A young person stays in his or her group for the duration of their time at camp. Together they build their own shelter, plan and cook their own meals, and plan and take adventure trips of one week to several months (such as raft trips down the Mississippi River or backpack trips to West Texas).

Activities such as these give the children the skills they need to live productively back at home. They learn how to work together. They learn practical math, blueprint reading, the proper and safe use of tools, techniques of good planning, budgeting money for meals, and the history, geography, culture and so on of the areas they visit on their adventure trips.

This type of programming allows the children to experience the natural and logical consequences of their actions. Sometimes they experience the consequences immediately. We protect the children against physical and emotional harm, but if one youngster, for instance, refuses to cooperate on a project, he or she would immediately see the results of that kind of behavior.

Another important aspect of our program involves working with the parents of the children while they are at camp. During their months in the program, the children periodically go home for long weekends. This helps them try what they have learned at camp. We're not in the business of rescuing children out of their homes. We're trying to help them live better at home.

Brian Ogne is the director of camping for Timber Lee Christian Center, a youth and family camp in East Troy, Wisconsin. This past summer Timber Lee almost totally changed its camp program in response to camper needs and comments.

A good camp program should offer variety and excitement. It should run smoothly. It should exemplify excellence and use the unique setting, surrounding, and history of your camp and geographical area. The program should also be suited to the physical and mental abilities of your campers—you wouldn't run a high hurdles race for fourth graders.

I think we have to realize we cannot change the whole world in one week at camp. You have to decide what the important things are you want the kids to see in their week at camp. Concentrate on those.

In the past, we overprogrammed our camp. The kids told us camp was no fun. They always had to hurry up and get someplace. During the day they had almost no contact with their counselors. The counselors just sent them from one activity to another, and made sure they got there.

This past summer we gave our program a totally new shift. And that meant we had to eliminate some things we thought were important. We eliminated things such as swimming lessons. We did away with competition. We eliminated Bible quizzing. We changed a lot of things. We slowed the camp down, so the kids could slow down.

Kids need to learn how to slow down and enjoy things. They need to have time to be alone with themselves. They need to learn how to be alone with God. They need time to be alone with their counselor.

We still have our activity areas such as swimming, horses, and so on. The kids need these to stretch themselves. But we've taken the pressure off. The counselors now take their kids to each area and help teach the activity.

This took us more towards a counselor-centered program. It also did away with a tendency to compartmentalize the day into "spiritual" and "fun" times. Now each whole day is a Christian living experiment where everyone has the freedom to succeed and to fail. This takes the spiritual load off the camp pastor or leader and puts it on the counselors.

Planning for this type of programming takes seed in thoughts months in advance. This type of programming also requires you to be flexibile. One week this summer we had to change our program in the middle of the week because we discovered it was running too fast and trying to do too much.

We develop our program ideas from the current things that influence a kid's world. We get ideas from popular television shows, from magazines, from newspapers, from the Bible. For instance, you could program around the 1980 Olympic Games. Or for a high school camp you could build a program theme on the 1980 elections.

Bill Redmon is the executive director of Lake Aurora Christian Assembly in Lake Wales, Florida. Lake Aurora is a youth and adult camp helping serve the Christian education needs of the Christian Churches in central Florida.

You can't have a good program unless you have good leaders. But neither do you want to develop your program beyond the abilities of your leaders. Your leaders need to have common objectives. This is especially important when you work with volunteers. If each person comes determined to make the kids fit his or her ideas it won't work. Your leaders need to feel comfortable with your program.

Before we develop any program ideas we survey our churches. We run a cooperative ministry with them. In our programs we try to reflect their areas of interest. At least some of the churches are usually working in an area of need

before we try to program in that area. Otherwise, it would be hard to gain support for a new program. For instance, if we wanted to program for the blind, first of all a church or two would have to be working with blind children or adults.

This does not mean that you always follow. Sometimes you see and feel that you have to lead. Camping offers some unique opportunities for ministry. Wilderness camping is an area in which we lead. It's not universally accepted among the churches because of some fear that such activities will encourage young people to spend their Sundays camping rather than at church. Hopefully we aren't encouraging that sort of thing. But as churches we have built our buildings and stained our windows. This keeps God's creation out of sight. In wilderness camping we teach people to worship the Creator, not the creation.

Our programs are basically educational, not evangelical. We try to design them to minister to the total camper. So whether they are eating or sleeping or playing or talking, everything the campers do finds its roots in the concepts of growing in "wisdom and stature and in favor with God and men" (Luke 2:52).

Section IV

Try a New Camp Schedule

Beth Tanner

JOURNAL OF CHRISTIAN CAMPING/JANUARY-FEBRUARY 1977

Kueta T Camp for Girls is the exciting venture that my husband and I are privileged to own and direct for seventy campers plus a staff of twenty to twenty-five. Early June of 1975 found me involved in the usual menu planning for our three three-week sessions which is one of my areas of responsibility. There was, however, a fly in the soup! Frankly, I was pretty bored with my menus and I began to earnestly pray that the Lord would give me some innovative ideas. The results of that prayer were fantastic! The brand new schedule which follows solved many problems we have experienced with scheduling.

6:50 AM	Rising Bell
7:10-7:30	Mini Breakfast
7:30-7:45	Morning Watch (Private Devotions)
7:45-8:45	First Activity Period
8:50-9:50	Second Activity Period
10:00-10:45	Big Breakfast
10:45-11:10	Camp Cleanup
11:15-12:15	Third Activity Period
12:20-1:15	Free Swim
1:15-1:30	Refreshment for Campers
1:40-3:00	Rest Hour
3:00	Midday Meal and Sing Time
4:15-5:15	Fourth Activity Period
5:20-6:20	Fifth Activity Period
6:20-7:00	Cabin Time (Planning Sessions)
7:00-7:45	Night Activity for Juniors
7:45-8:15	Mini-meal for Juniors
7:15-8:30	Night Activity for Seniors
8:30-9:00	Mini-meal for Seniors
8:45	Cabin Devotions (Jrs.)
9:30	Cabin Devotions (Srs.)

As I presented this new schedule to the staff leaders, their reaction was less enthusiastic than I had hoped, being about equally divided. My husband then made the decision to give the new schedule a trial run for the first four days of camp. I must say that the general attitude of the entire staff, once this decision had been made, was excellent. They enthusiastically presented it to the campers on opening day in such a way as to make the camper feel that she was a part of a fun experiment. By the end of the third day, the staff unamimously endorsed the new schedule as a most successful and welcome change. Among the campers (the VIP's, as Dick Troup calls them) there was high enthusiasm for the change-over, as soon as their tummies adjusted to the new time slots, a period of twenty-four to forty-eight hours.

I have also shared this schedule with other directors of resident camps in our area. Some of them had questions which may have arisen in the minds of readers. For instance, mini-breakfast was a stand-up affair consisting of fruit juice and banana bread, or muffins and a piece of fresh fruit, or perhaps a paper cup of dry cereal and milk. The baked goods were prepared the day before by the cooks and served by the dining hall manager the next morning.

Big breakfast included more than an average breakfast. For example, grapefruit half, hashed brown potatoes, grilled ham, fried egg; biscuits and jelly, milk; or perhaps, hot cereal plus eggs and bacon, cinnamon toast and milk.

The mini-meal at night included sandwiches, fresh fruit or cookies, and a beverage. This was also the time of day that campers were allowed to purchase one candy bar if they wished. The evening mini-meal was prepared during the afternoon by the cooks and served by the dining hall manager and staff at the Trading Post instead of the Dining Hall, using paper goods whenever possible.

Another question involved our food preparation personnel and their receptivity to shorter hours. They have never been happier! These dear ladies have been with us since our very beginnings and have contributed in a large measure to the overall flow of peace and harmony at our camp. Their former hours were 6:30 AM to 6:30 PM with a two-hour rest break in mid-afternoon. Their new hours are 8:30 AM to 4:30 PM.

Another question frequently asked concerned costs. We found that two main meals plus two mini meals cost approximately the equivalent of three regular meals.

Here is a list of assets that we discovered with this new daily plan along with a brief explanation:

1. Mini breakfast is *optional.* We found that many campers disliked a large meal in the early morning. Many girls came from homes where breakfast was optional, consequently we had had some grumbling in other years about the request to arise and face an unwanted meal. Last year, girls who never ate breakfast at home stayed in bed fifteen

Beth Tanner and her husband are owner-directors of Kueta T Camp for Girls.

minutes longer. The majority came to mini breakfast and enjoyed it.
2. All of the staff and many of the older campers (who were weight conscious) found an extra bonus in the fact that there was a great deal of activity after the heavier meals.
3. Our free swim was better attended. In former years free swim followed rest hour. Some reluctant risers would sleep an extra hour and be much less ready for bed at night. Also, in our area of Louisiana, where mid and late afternoon thunder showers are common, a midday swim period was much less often interrupted by rain.
4. The most valuable asset was the tremendous reduction of *wasted food*. Because the girls' appetites were keen at the new hours for meals, they left almost nothing on their plates.

My husband and I wracked our brains to think of some liabilities to balance our enthusiasm for this schedule. But, try as we might, we came up with none. Our hope is that if you try it the results will be as successful and satisfying.

Section IV

The Importance of Skill Development

Charles L. Mand

CAMPING MAGAZINE/NOVEMBER 1961

Growth, in terms of the active participle growing, characterizes organized camping today. Camps and the number of campers, actual and potential, are increasing yearly.

Associated with the vigorous movement is a program trend to more pioneer activity experiences and an emphasis on conservation—ecological skills. These trends seem quite tenable, in fact welcome, since for too many years the overemphasis on playground-gymnasium activities eliminated the appreciation of the outdoors from outdoor camp programs. However, past extremes in camp programs which are understood to be undesirable seem to be occurring once again in the present period of growth. The emphasis on primitive living and ecological lore is assuming an aura of exclusiveness reminiscent of the exclusiveness previously maintained by the staunch advocates of competitive games and sports in camp.

It seems appropriate to review the importance of general skill development as it relates to the growth and development of campers. This paper examines the importance of skill development and several considerations related to the need for a variety of opportunities for skill acquisition in a coeducational camp for abnormal-emotionally disturbed adolescents.

The disturbed are those who make an exaggerated response to a given stimulus. The abnormal child who meets success or failure responds in a manner that even the casual observer can ascertain. The disturbed may respond to a social rebuff by running away, to a skill failure by complete withdrawal from all activities. A piece of pottery that doesn't meet the standards of the camper sculptor may be smashed with a rock, even pulverized to dust. The camper who fails in a water ski stunt blames the boat driver, the size of the motor, the wave action, and other sundry items. The reaction to failure is evident. It is an indication of the effect on personality of the many seemingly insignificant items which affect the child's well being.

The exaggerated responses of the disturbed have counterpart responses among normal children. However, the reactions to success and failure among the normal are generally very subtle and hidden from even the most sensitive observer. Yet reactions to the many facets that constitute an activity program occur constantly. There are few who doubt that normal children as well as the disturbed experience emotional growth or in some cases retardation as a result of eight weeks in camp. Therefore the responses of disturbed youngsters warrant reflection as they indicate similar although less drastic responses of normal campers.

The ability to swim, row, catch, or bat a ball is very important to disturbed adolescents. There have been few achievements of a comparable nature in their lives. For the most part they have failed constantly in social and academic spheres. They are in desperate need of a simple, concrete experience to achieve confidence and status. The complexities of social relationships and the delayed, abstract formula for achievement in school work are beyond their emotional understanding. First aid is their need. For these campers the acquisition of a skill transcends the qualitative aspect of it. Their criteria include the status level, whether the skill is demonstrable, and whether success is available quickly.

The successful completion of a skill is not commonplace in any of these lives but represents the "road back." It is a stepping stone for further tentative, probing exploration. In severe cases, a sailing or horseback venture may be the solitary topic of conversation available to a youngster with his peers or counselors. It represents the one subject which generates sufficient confidence to permit social contact.

It would be a tragic disservice to these youngsters to eliminate any area of potential skill achievement in order to satisfy current camping trends. The disturbed child needs a simple direct experience to develop confidence. The type of skill acquired is immaterial.

Importance has been placed on achievement and success in the previous discussion. The camp for disturbed children couples participation with success with achievement and success. All realize fully that constant non-participation is the highest point of failure. The camper who had sufficient confidence to maintain efforts at achieving a gymnastic stunt or who persists in attempts to learn swimming is achieving through participation and thus is a step closer to eventual success.

A wide variety of activities is essential for a camp program which attempts to meet the needs of youngsters. There isn't a panacea among activities relative to the needs of all campers. Some secure success in tripping, others in athletic pursuits, still others in creative arts. Many disturbed youngsters routinely follow the pattern of a balanced program until suddenly a spark of interest bursts into tremendous enthusiasm for a particular activity. This is an indication that the program has offered a developmental challenge to the camper. However, consideration simply of a wide number of

Charles L. Mand is an associate professor of Physical Education at the Ohio State University.

activities is inadequate in terms of providing the maximum opportunity for achievement. Other factors relative to variety include the cultural level of program offerings, recognition of the camper's level of participation and the inclusion of activities attractive to different levels of maturation.

For example, adolescent camping provides an excellent illustration of the significance of analyzing the cultural level of activity offerings. When adolescents are included in the camp program, adolescent and pre-adult activities such as water skiing, dancing, extensive tripping, and sailing should be included. These are typical adolescent activities. It is artificial to avoid their use. It is unfair to establish a core of basic camp skills such as rowing, canoeing, campcraft, and hiking, and insist that campers pursue only these activities, regardless of age level. These basic activities are fundamental to elementary-age youngsters just as the recreational-resort type activities are fundamental to the growth of adolescents. To limit activities because of preconceived adult prejudices limits the campers' opportunity to acquire personally satisfying skills. In a camp for disturbed adolescents overemphasis on canoeing or hiking results in almost complete nonparticipation. Their need is for the skills that ordinary adolescents achieve and enjoy.

The athletic area of camp programs provides an excellent illustration of the need for counselors to recognize the camper level of participation. Counselors, when considering athletics, think frequently in terms of team sports or competitive activities, areas of personal success. Yet, in dealing with the disturbed, highly organized competitive games are beyond their emotional level. Team games or competitive situations demand subjugating self to the group endeavor. By definition the disturbed are inadequate in confidence and ego strength. Athletics for this group consists of simple games and activities such as stunts, tumbling, and gymnastics. This is sufficiently taxing for the emotional level of the group. Skills of pitching horseshoes, tether ball, table tennis, usually overlooked in society's drive for the major team sports, are all important. They provide a means to social interaction, in a low level competitive situation, during a recreational period.

After sufficient experience in low level competitive situations the usual athletic games can be attempted. A nonswimmer is not thrown bodily into deep water to acquire swimming skill. In the same regard the emotionally immature camper can not be pushed into competitive situations beyond his emotional level. The same consideration applies to creative work, tripping and other activities.

The various skills acquired during a season are building blocks to foster the maturation process. The responsibility of the authority figures in camp is to apply activities to the personality characteristics of the camper. For example, water skiing and sailing are two popular aquatic activities. Both transcend all types of emotional illness as judged by the camp participants. Characteristically skiing requires little personal involvement on the part of the skier. He is dependent on the boat driver, is the complete center of attraction, has only limited control of responsibility for equipment, and mechanical rather than natural forces provide motivating power. The principle advantage is the simplicity of achievement with respect to "getting up" on skis. This provides success for youngsters who cannot achieve it in more complex sports.

Sailing requires a longer period of preparation before achievement is reached. However, care of equipment, awareness of natural forces, dependence upon self and decision making are indigenous to the activity. In comparison to skiing, sailing contains factors which stimulate personal independence, and appreciation of natural forces, delayed goals, and similar characteristics related to increased maturity.

This does not infer that sailing is superior to skiing in the program and that skiing should be excluded. Rather the two activities are complementary and responsive to the different levels of camper maturation. The differences between these activities and among the many activities available at camp insures that each child's experience can be qualitative as well as quantitative. The attraction of dissimilar activities, each with indigenous characteristics, to individual levels of maturation provide the program director an unparalleled opportunity to challenge youngsters.

Balance Program

The intense response to the importance of skill acquisition by the emotionally disturbed requires diligent appraisal by those interested in improving camp programs. Reflection indicates that there is no single area of endeavor or skill concentration that transcends the multiple needs of these youngsters. It seems safe to assume that a balanced program which employs the vast array of developmental experiences possible in the outdoor environment reflects the needs of normal campers more intimately than does the exclusiveness of any particular activity emphasis.

Section IV

Campers Want Risk— Camps Need to Offer It

Rebecca Cowan

JOURNAL OF CHRISTIAN CAMPING/MAY-JUNE 1981

In recent years there has been an increase in the number of people participating in adventure-risk activities. More and more Americans are choosing to engage in activities such as backpacking, canoeing, kayaking, rockclimbing, hang gliding, and bicycling.

Programs like Outward Bound, National Outdoor Leadership School, Sierra Treks, and Wheaton Wilderness Seminar which offer many of these activities have grown in the past decade.

Many resident camps have identified this interest and have included such activities as part of their program. However in spite of the increasing desire of the public to participate in these "risk" activities, many camps are not offering them. Their concerns focus primarily on the cost and risk factors.

The purpose of this article is to investigate and describe

Rebecca Cowan teaches in the Department of Recreation and Camp Administration at Biola College, La Mirada, California, and directs Camp Deer Run in New Hampshire during the summers.

the contributing factors related to increased risk involvement and the values of participation in risk activities.

Several reasons have contributed to the increased interest in outdoor adventure-risk activities.

People are becoming more interested in outdoor recreation because they desire to be in touch with nature. Those living in urban areas often find a sense of renewal when they escape to, and engage in, various outdoor activities. In addition, our society is placing greater emphasis on products, food, and consumer items that are "natural." There is also a resurgence of desire to return to our "roots" and a pioneering lifestyle.

Many of the advertisements on television, billboards, and in magazines promote their products in an outdoor setting. We view the consumers rockclimbing, backpacking, river rafting, canoeing, skin and scuba diving, hang gliding, windsurfing, sail planing and hot air ballooning.

We are supposed to be desirous of the product because we are desirous of the environment and the activity. These advertisements not only entice us to buy the product, but also to seek more involvement in the outdoor recreation activities shown.

Due to increased mobility, more people are able to participate in outdoor recreation activities. In years past, a drive to the mountains or a nearby state park was lengthy. Now, with our freeway systems and highways, more people enjoy our natural resources. In addition, advances in technology have led to better, safer, more reliable, and often less expensive equipment for the outdoor adventurer.

As a result of advanced mobility and technology, more Americans are participating in outdoor recreation, including risk activities.

Perhaps one of the reasons most influential in the upsurge of interest in outdoor adventure-risk activities is that they provide the participant with a challenge. Daily life is often viewed as boring. People are looking for challenges to meet and overcome. Our ancestors faced dangers in daily life that we no longer experience due to technological ingenuity.

Youth who view television on a regular basis are continually exposed to shows which emulate excitement, thrill, adventure, and challenge. These same children attend summer camp in search of personalizing some of those exciting feelings. They identify with the challenge they view on TV and desire to somehow experience that in their own lives through risk activities.

Values Are Numerous

Values offered through participation in backpacking, whitewater canoeing, rockclimbing, rappeling, and others are numerous. What does involvement in adventure-risk activities offer the participant?

A twelve-year-old once said, "It's fun doing scary things. When it's scary, then you're glad you've made it." For many who engage in risk activities, this idea holds true. Participation in a risk activity (whether the risk is actual or perceived) affects who you are and how you view yourself.

The challenge could be perceived as an emotional, spiritual, mental, or physical one. But the end result is typically the same; you're glad you've faced and met the challenge.

Involvement in adventure-risk activities has been studied by various researchers. Many of these studies reveal that wilderness adventure programs have a positive impact on the individual's self-concept.

In most studies participants were given a self-concept test before and after their involvement in the adventure program. The results were then compared. Although different scales within the self-concept measure were affected differently, the overall outcome most frequently indicated that participants viewed themselves, their capabilities, and others more positively.

Facing and overcoming stressful situations causes the participant to feel a sense of accomplishment; a sense of pride. As we risk, we are forced to expand our self-image and our capabilities. It is through involvement in risk activities that self-esteem is often enhanced.

Risk activity participation encompasses a group of individuals, whether from a church, a camp, or a group of friends. In this risk environment interpersonal development has a unique opportunity to grow. We see ourselves and others in a variety of situations, many of which are personally demanding. We learn to accept the strengths and weaknesses of others and ourselves.

Further, we are forced to depend upon others; to give and to take. As a result of these experiences, the participant can develop the ability to relate to others on a significant level.

Involvement in risk activities provides the development of new skills. Learning a skill for the first time and developing one's ability provides a sense of satisfaction. This new activity involvement may be a one-time experience or develop into a lifelong interest or hobby.

For those yearning for a change of pace, engaging in risk activities provides a diversion from the routine of daily living. Risk activity involvement gives the individual the opportunity to engage in something new, different, and personally challenging. Many people find a great need to participate in recreation which is different from their normal schedule.

There are many values which can be derived from involvement in risk activities. Only a few have been presented here.

Whatever the reason for participation in risk activities; whether it be pursuing challenges, developing new skills and/or relationships, exposure to new environments and experiences, exploring the unknown, seeking personal goals, change of pace or focus . . .; the fact remains that more and more people are engaging in risk activities.

Risk Programming

How much risk is involved in various outdoor activities? To what extent are these activities being programmed? What are the major reasons contributing to the nonprogramming of risk activities?

In 1978, a study was conducted on risk activity programs gathering information from recreation agencies on various risk activities (Cowan, 1978, master's thesis). Included in the research were backpacking, bicycling, orienteering, rockclimbing, skin/scuba diving, canoe/kayaking, and many others. All respondents to the survey were asked to indicate whether the activities were of low, moderate, or high risk.

Backpacking, bicycling, skin/scuba diving, and canoe/kayaking were all rated to be moderate in risk. Orienteering was viewed as involving low-moderate risk, while rockclimbing was rated as moderate-high in risk. However, those respondents offering rockclimbing rated it as lower in risk (moderate) than those not providing it in their programs. Those including rockclimbing in their program perceive less risk, in general, than those not programming it.

Of those surveyed, approximately 32 percent offered backpacking as part of their program. Only 3 percent schedule orienteering, while 9.5 percent program rockclimbing, and 48 percent include bicycling. Skin and/or scuba diving was provided by 28.5 percent of the recreation agencies, whereas only 11.6 percent offered canoeing and/or kayaking. Overall, only 17 percent of the agencies provided these risk activities.

Survey study respondents were asked to indicate if they had available facilities for the various activities. Then they were asked if they offer them. A comparison was conducted to gather information on the percentage of those having facilities, but not offering the activity.

Of those with nearby backpacking and rockclimbing areas, 13.3 percent and 10 percent respectively don't offer programs in these activities. Scuba/skin diving is not provided by 30.8 percent of those with available facilities. There are 52.2 percent of those with canoeing and/or kayaking areas and 32.3 percent of those with bicycling areas which don't include these activities in their program schedule.

Why aren't activities scheduled?

Recreation programming agencies not providing the activities cited unavailable qualified personnel as the major cause for not offering backpacking and orienteering, while lack of available facilities contributed to the nonprogramming of bicycling, canoeing, kayaking, and skin/scuba diving. Rockclimbing isn't offered by recreation agencies which don't have available facilities and that are concerned with insurance liability.

In summary, the cause most contributing to the nonscheduling of these risk activities wasn't insurance liability concern, but a general lack of available qualified personnel and facilities.

This research study indicated that those activities often feared by camp personnel as containing undesirable elements of risk aren't perceived as high in risk by other recreation professionals. In addition, the main scheduling deterent for most programmers was not the risk involved (insurance liability concerns), but rather the lack of facilities and/or qualified personnel.

Should risk activities be offered in our camp programs?

Societal trends continue to lead toward increased participation in these activities. Further, risk programs and activities have demonstrated their positive effect on individuals. Camping professionals must consider these issues as they decide on program activities.

Camp programs need to provide the challenge sought by many of our youth. Camping's history included adventurous, rustic living. Too many of our camps are too comfortable, encouraging a complacent society with complacent Christians.

Challenge, adventure, and risk programs need to be incorporated into our camp schedules if we are to meet the total needs of our clientele. Risk activities not only can add significantly to a camp program, but more importantly, can add to an individual's life and self-esteem.

Section IV

Crafts at Camp—What Directors Should Know About Planning a Program

Barbara Wrenn

CAMPING MAGAZINE/MARCH 1980

The atmosphere at camp is characterized by energy and adventure. Campers connect to time, earth, and weather three important factors that give camping a verbal location. Camp directors must make the most of each in a well-organized combination. The key to successful camping is in the planning, and this is especially true in planning craft programs. If craft programs are dealt with as an afterthought, the result will be classes which are, at best, entertaining but not especially memorable.

One of the benefits to campers in a well-taught and innovative craft program is that time is on their side. To learn a skill, to get caught up in the process of mastering a technique with art materials to the extent of working independently, requires a span of uninterrupted time. Kids rarely encounter this in school where the art classes are sometimes an exercise in getting out materials just in time to put them away again. Frustration generally affects the enthusiasm for the work. Kids give up and the art work becomes an unfinished project, another one of those nameless conglomerations gathering dust on an anonymous shelf.

In camps the proper setting and the kind of atmosphere can be provided to change all that. Camping is a situation where kids get to do things which are out of the ordinary and generally not available at home. Craft skills should be right alongside more traditional camp activities.

What is a craft program? How is one put together? What are the benefits? How is the cost arrived at and which skills should be taught? How does the camp director work with the craft teacher? What is the responsibility between the camp director and craft teacher? Who does what?

The best craft programs are limited to specific skills which can be started and completed during the camp session. There are skills which may be learned in a day and skills which can be developed over weeks or months and there is value in each.

There are considerations which are particular to camp craft programs. They run the gamut of hiring teachers, working with them if they arrive at the last minute, helping to acquaint them with the schedules, plus designing the program, purchasing materials, creating storage space which is both secure and accessible, and making sure tools are safe and in good condition.

Whether the teacher is hired for the summer during a college break or a professional artist or teacher, communication must be established early. Ask them to submit an outline which includes the craft skills they are able to teach. Whether just installing a program or giving a shot of adrenalin to the old one, it is essential to discuss the content of the program. What skills will be taught? What projects will be made? Are they appropriate for the age groups in the camp? How much time is needed to learn the processes and techniques and to complete the craft? Are there special considerations like lengthy drying time? The teacher should be able to outline the materials needed for each craft taught. Cost them out per student. How much per project per student? How many projects will each student make. Plan to buy in advance and in volume to save money plus anguished trips to town to look for extra gallons of glue or other urgent substances.

Keep the choice of craft projects simple. "Cost out" the amount of space needed for each camper to work effectively and get a feeling for how many can work together at the same time. Allow for kids who will wander in to work on their crafts at odd hours, whenever they have free time. Plan the space to include shelves for projects which need drying

Barbara Wrenn has taught extensively in 4-H camps where she became interested in the special problems of craft teaching in camps. Formerly she was with Good Housekeeping, Needlecraft, and Time-Life Family Creative Workshops.

time. Establish an identity procedure, such as allotting certain areas to certain craft skills. Hang up signs which will direct students to their area. Even the largest, airiest craft hall can become a circus when a dozen kinds of projects are mixed together in various stages of completion, with sticky objects, leaning precariously, sinking with too much glue, decorated with moths struggling to get free.

Provide Examples to Create Interest

How do you choose the content of the craft program? What craft skills will be taught? Beginning with the end result, kids like to decorate two things: themselves and their rooms, and they like to make presents. When they view the possibility of decorating their jean jacket with a one-of-a-kind design, they will be a lot more excited than the prospect of braiding yet another whistle lariat. If the teacher can provide examples of each craft project, it will be an on-going advertisement for the program. Begin each new camp session, at breakfast on the first day, with a brief description about the program. Show the crafts. Mention any small costs that may be involved. Explain what *skills* will be taught and what the camper can make after learning them. Describe the schedule and later let everyone look over the crafts at close range. A display board on which the examples are safely attached will be useful in the craft hall, both as an attention-getter, and for providing role models. It helps to see a finished craft so campers know what is being created. Keep the display board updated every year with fresh work. Crafts tend to look murky unless cared for, like renegades from a thrift shop.

To encourage campers, work towards impact in presenting a craft program. Children inherit attitudes from various sources which can inhibit their participation. Attitudes range from "I could never make this" to just not wanting much structure, or classroom-type instruction. Enthusiasm and spontaneity come with confidence and anticipation of good things to come.

A variety of conditions can combine to create indifference and superficial effort and involvement. Indifference is preceded by feelings of helplessness and panic. Too many kids, too little preparation before camp begins, confusion in the storage of materials, and lack of structure in schedules add to confusion. Indifference results from feeling overwhelmed.

Instructor's Attitude Important

The personality of the teacher is an important factor. Kids are quick to size up a teacher and an enthusiastic teacher can create a cluster of excited artists. Teachers need to see their summer job as more than just a "summer job." They need to connect the experience to their careers in general as an opportunity to participate in designing and teaching an educational program and especially to take responsibility for the outcome. The ideal outcome would be if everyone in camp learns at least one craft skill and completes one craft project successfully.

How do you measure the success of a program? One indication of success is when no one leaves anything behind. There is a special quality to a craft room full of busy, happy people. There is intensity and concentration and a feeling of production. Pride in good work is measured by a camper's willingness to show it, wear it, display it, and take it home. There should be a camp photographer who records the highlights of each season for the camp records and for PR purposes. There is a lot of PR value in pictures of delighted campers holding up a finished work of art.

Evaluation Aids Planning

At the end of the camping season, have the teacher evaluate the program and give a report. The report should include how many campers were in the program over the summer, what skills were taught, and which were the most popular, what the total cost for all materials were and how these costs break down per camper per project. Ask for recommendations for next year's program whether this teacher will be at the camp again or not. Include the physical plant, such as craft hall and materials storage. Was the space adequate? Were the materials appropriate and were there enough? What kinds of improvements were suggested? This information can be a guide for planning next year's program.

In choosing the content of a craft program decide what the teacher can handle and still provide a broad range of interest to the campers. Is there a theme to the camp? Is there anything that should be emphasized? Should "nature crafts" (crafts made from objects usually found in natural settings) be combined with other skills?

An example of such a combination might be cardboard loom weaving, where grasses and leaves are combined and woven in with traditional yarns. It would be an especially interesting program to begin by teaching yarn and string *dyeing* from natural dyes. Materials to make the dyes can be found in weeds, plants, and vegetables. No one will ever take color for granted after making their own dyes. There is a great suspense in a craft where campers hunt for the basic materials, then create the colors. Nothing is predictable in terms of density or depth of color. Every batch of dye is a new experiment. A rope hung between trees can serve as a clothesline for dye lots of yarns.

Combinations of yarns and the actual plants that create them, after they are dried, can result in an intriguing craft project whether it is a woven wall hanging or a macrame piece. Looking over the collection drying outdoors, subtle oranges, yellows, purples, reds, and rusts, make campers aware of the craft program and the beauty and simplicity of the material, which is an art form in itself.

Do a workflow sheet for an ambitious craft project such as dyeing plants and weaving. An example might look like this:

Day 1—Collect plants, flowers, vegetables, weeds. Separate into dye lots and proceed to make batches of dye.

Day 2—Dye fabrics, yarns, or string to be used in the craft project.

Day 3—Yarns should have dried overnight. Allow three

days for learning basic weaving or macrame techniques and to complete a small project like a purse or hanging. Total time spent on project—five days.

Campers Should Take Skills Home

Provide small notebooks for the campers to record processes and directions. The ultimate value for any craft program will emerge when the camper returns home. In the camp's craft program they will have learned the beginning techniques in a particular craft skill. The level of taste and design, combined with invention through working with materials, will create the basic interest in the craft. The written instructions will give them the incentive to work on their own when they leave camp, or to seek further information and project material.

Many think of childhood as a collection of time in which certain events took place. It is important that children are allowed enough time for childhood—to play, explore, and invent. If there are too many interruptions while the child is involved in the inventive process, he may grow up with a sense of haste and impatience, and perhaps improverishment. The child will become involved in frenetic activity because he was conditioned to think of the "empty hours" of childhood as useless and non-productive.

Their sense of childhood should be reimbursed and invention encouraged through processes and experimenting with materials and colors and patterns. This is one of the main contributions the camping experience can make; by providing the time, the luxury of materials and processes, and the examples to provide ideas and inspiration. What campers construct while they are at camp is just the beginning. Camping leaders can contribute by getting them started. The campers' contribution is completing what they started. An even greater contribution on both sides is the evolution and continuity of a craft skill after the camper returns home.

Section IV

The Teachable Moment

Ted Witt

CAMPING MAGAZINE/FEBRUARY 1978

The educational aspect of camping is one of its most valuable assets. Conscientious camp program directors insist on planning for a wide range of educational opportunities which maximize the chances for learning and change to take place in the camper. In spite of good planning, educational objectives are seldom met completely. Thus, camp program directors are usually looking for means which will strengthen the educational aspect of the camp's program.

One method by which educational objectives can be more completely met is full utilization of the spontaneous teachable moments which arise as a normal part of camp life. Since these moments originate in the camper, they are equally present in any style of camp operation—from the formal, highly-structured to the more informal, loosely-structured.

What is a teachable moment?

A teachable moment is a time when the camper and the situation have made all the conditions right for learning to occur. It is a vulnerable time when the camper is in a receptive mood, and his attitudes and values are susceptible to creative change. The camper has opened the mind's door and invited someone else to come in and share. The value of the teachable moment resides in the fact that the camper is ready to learn because he is asking to be helped. Under these circumstances the most effective and creative learning occurs.

Opportunities for teachable moments come often and in many forms. It may be a camper's comment: "I wonder what made that tree look like that." It may be a point of disagreement within the group: "Everyone else may want to take the high trail, but I don't think we should." It may be the discovery of something never noticed: "I didn't know that about an orb-spider web."

It may be the discovery of a new skill: "I did it!" It may be a question that one had never thought to ask, or never had nerve to ask: "Wonder why things have to die?" It may be a failure of some kind: "That has got to be the worst cookout meal I've ever tried to eat!" The list of possible teachable moments is limitless and unpredictable.

Opportunities

Because of the unpredictable nature of the teachable moment, it is difficult to teach leaders how to adequately recognize and respond when they arise. The benefits of these moments are limited only by the inability of the leader to use the teachable moment to maximum advantage. Thus, high on the priority list of every camp director should be time spent with staff helping them to recognize and respond to these valuable teachable moments. When the teachable moment is missed, the opportunity for related learning is missed. Every teachable moment is an opportunity.

It was a wise person who observed that some persons murder opportunity, others take advantage of opportunity, and a few persons create opportunity. For the benefit of our camping experiences, it is helpful to substitute the phrase "teachable moments" for the word opportunities.

How to Murder Opportunity

The murder weapon most often used to kill the excitement of a teachable moment is insensitivity. Often camp leaders simply do not hear or see what a camper is trying to communicate. A question may be raised or the group may be faced with an issue which simply escapes the leader's attention. The cause may be simply pre-occupation with other things. At worst, the cause is sheer callousness to what is happening. Nevertheless, in any case, opportunity is murdered.

Ted Witt is operator of five West Ohio Conference—United Methodist Camps.

Sometimes the murder weapon is insecurity on the part of the leader. An issue may be raised with which the leader is either uncomfortable or unknowledgeable. Rather than expose the personal insecurity, the leader chooses to ignore or sidetrack the teachable moment—opportunity murdered.

Another murder weapon is misordered priorities. The leader may be more concerned about meeting an agenda than meeting the needs of a camper. This homicide may be observed in a comment such as, "We don't have time to stop and talk now. It's time for us to go swimming." Opportunity murdered.

An often used murder weapon is employed by the camp leader who is overly eager to display his knowledge to the impressionable campers. A camper asks a question which opens the door for some creative and probing thinking. The unthinking leader (eager to impress) gives a quick, very factual "answer" which quickly closes the door. Opportunity murdered.

The tragedy of the murdered teachable moment is that it can seldom be revived. The time was right and time can seldom be turned back to recover the mood of receptivity present when the teachable moment first came. Any attempt to inject new life into a postponed teachable moment by use of artificial respiration is a failure. It is unfortunate when a leader murders a teachable moment by failure to respond. The first step in adding the teachable moment to our educational tool kit is to have the sensitivity to recognize it.

How to Use Opportunity

The next step is to have the security and competence to deal with the teachable moment. Using the teachable moment (taking advantage of the opportunity) also takes many forms since it is a direct response to a specific situation. The form depends upon the situation, the leader, the environment, and the nature of the issue.

On some occasions the opportunity may be dealt with in a simple, direct, and straight-forward way. This is the most often used. It is also the most often misused. Creative thinking is stifled by a direct answer. Camp leaders need to learn to help a group expand thinking powers by assisting them in the discovery of their own answers. A good method is to ask leading questions which require thinking.

For example, a group may discover a malformed tree and someone asks why it became that way. The leader's temptation is to give a direct answer. However, to take maximum advantage of this opportunity the group leader can ask a series of questions such as: is this the only tree you see shaped like this? Are there other trees of this species in the area? If so, do they have the same characteristics?

Do you see in the area any evidence which might indicate the cause? Let's brainstorm. What possible causes are there? Of all possible causes we've thought about, which is the most likely? Why? Could it have been prevented?

Was it caused by nature or man? In light of what you know about ecology, should the tree be left as is or should it be cut? When such a process is followed something more important than the answer is taught—campers develop the ability to think!

Campers seem to have the ability to ask questions to which leaders do not know the answers. This should not threaten the good leader, but should serve as a great motivation. A sensitive leader may say in this situation, "I'm not sure what made the tree malformed, but let's see if we can find out." The leader and campers become co-searchers for the truth.

In using the teachable moment, a wise leader will want to turn to the group for suggestions. This is especially true of situations involving differences of opinion, dealing with failure, or discipline problems. In these kinds of opportunities, it is wise to be able to collect and evaluate all available data before coming up with a solution. Campers will often be able to solve their own problems if the leader is open to their suggestions. Leaders may also discover that the camper's solution may be superior to their own.

All teachable moments do not necessarily require an answer. Some may require a question. For example, after a bad cookout, the sensitive leader may simply ask, "Well, what went wrong?"

Sometimes even spoken words are not necessary to respond to a teachable moment. It may require no more than a warm accepting smile or an encouraging and affirming hug.

How to create opportunities

A teachable moment is a spontaneous outgrowth of a group or individual experience. The emphasis is on spontaneity. Although one cannot anticipate or manufacture teachable moments, an alert leader can help create an environment so accepting and cordial that campers are more likely to open themselves to desirable change.

If a camper knows that he will be accepted and loved under all circumstances, that he will not be laughed at or belittled if he asks a question that is important to him, that suggestions offered will be given equal consideration along with all others, that he is secure in the group—then the conditions are right for the camper to open himself to possible change. Such self-opening is possible because the individual has sufficient trust that the group will help and support rather than abuse or tear down. Creating this kind of atmosphere makes it more likely that teachable moment opportunities will come.

An alert camp leader may, without being manipulative, encourage and create some situations in which campers are more likely to create teachable moments. For example, a hike through an area victimized by forest fire will almost certainly cause the campers to raise questions. The good leader is constantly seeking situations which stimulate the camper to want to learn.

Many camp leaders are so eager to have their group succeed that they will go to any extreme to keep them from failure. This attitude may be an injustice to the group. One

of the most creative teachable moments may be after a failure. The leader should be willing to let the group fail so long as the failure does not jeopardize the health or well-being of the campers. If handled properly, what happens in the teachable moment of failure may be more creative than what happens after a success. It should be noted, of course, that a group or individual faced consistently with failure should be given the opportunity to succeed.

Learn to Use Teachable Moments

The ability to creatively use a teachable moment may be the most valuable tool available to a camp leader. The ability can be cultivated and should be stressed and practiced in staff training. Camp directors need to be sensitive to the teachable moments which arise in staff training. In cultivating this skill each staff member can:

Learn to listen to what persons are saying.

Keep eyes and ears open to what is happening in the dynamics of the group.

Become acquainted with age group characteristics and the types of questions raised by persons of various ages.

Become familiar with as many camp-related topics as possible.

Learn to help persons clarify issues that are raised.

Learn where to locate authoritative information about subjects with which they are unfamiliar.

Learn when to speak and when to remain silent.

Section IV

Eight Things Parents Want from Camp—Does Your Camp Provide Them?

Frank and Lucile Henderson

CAMPING MAGAZINE/MARCH 1959

Study this checklist carefully and thoughtfully, and see how your camp rates on the things parents want from camp and how you can make it rate even higher next season.

Representative parents of campers met in a symposium of the Washington Section of the American Camping Association in Seattle and told directors they want these things for their children in summer camps:

1. *An opportunity for group living* with contemporaries to learn "adaptability." They mentioned that this experience cannot begin too young. As one expressed it: "Camp is the best place to launch your child on his first steps of individuality. It releases him for the first time from the position he cannot escape in the family—the adult world which surrounds him and tends to cramp his style."
2. *Increased opportunities to practice and develop leadership* through the give and take of group living; opportunities to learn fair play and sportsmanship; participation rather than radio-listening, TV-viewing, or movie-sitting; broader viewpoints and new evaluations—true citizenship training.
3. *The cooperative intelligent discipline* which is engendered by camp life through example and fine relationships with other campers and staff; new voices teaching many lessons which have been stressed at home (cleanliness, table manners, courtesy, speech, helpfulness, etc.)
4. *Good health and physical well-being developed by well-run camps* with clean and adequate facilities, ample, well-balanced meals, good medical supervision, plenty of sunshine, a good balance between physical activity and sound sleep and rest away from the noise and confusion of city life, regular hours and the good habits of simple living.
5. *An appreciation of the outdoors and nature; adventure with the elements;* sensing closeness to sun, wind, rain, darkness, tides, moon, stars, mountains, streams, fresh and salt water, sleeping under sky or canvas; to fish, dig clams, hunt crabs or oysters; to know trees, shrubs, plants for their beauty and worth; to paddle a canoe; to know cattle, sheep, deer, rabbits, raccoon, ducks, chickens, snakes, toads, chipmunks or crickets—becoming friends with these things is closely akin to religion with a child; his world is vast and beautiful, close and comfortable!
6. *The companionship and leadership of carefully selected young adults* sharing their own skills with earnestness and enthusiasm in the role of counselors; individual attention where each camper counts as a person and a full program offering a variety of activities develops skills and interests to carry through adulthood. Here, as elsewhere, it was recognized that there is a wide difference among camps, including organization, church, school, and independent camps.
7. *The development of self-reliance:* learning to cook over an open fire, to use such elementary things as matches, pocket knife, and hatchet; for younger campers, to bathe, comb and dress oneself; to tidy up camp quarters and to care for belongings; to recognize that others must brush teeth, put away shoes, and clean up!
8. *Through some fun, some work, some play, some instruction, camp should deliver* large measures of happiness and achievement; memories of games, songs, campfires, and laughter; enduring friendships (especially to those who return); inspiration and worthiness of purpose which comes from example and youth discussions; and a wholesome moral and spiritual attitude which is the by-product of good program, planning, leadership, and guidance.

The Hendersons retired as co-directors of The San Juan International Camps, Seattle, Washington.

Section IV

How to Find Out What Campers Really Feel About Camp

Joseph A. Schwartz

CAMPING MAGAZINE/SEPTEMBER 1968

In a continuing search to offer the best possible service to its campers, the New Jersey "Y" Camps developed a questionnaire to get the impressions of both campers and parents on children's total experience at the camps.

The project originated with a lay program committee, was tested out by sampling techniques, and was processed to involve parents, campers, the board, and staff in evaluating response to the camp's services.

The questionnaire was sent to campers two days after they left camp so that responses to questions asked would be fresh in the minds of respondents.

Out of the 1,538 questions that were sent out, 788 or 51 percent responded. No signature was required in order that the respondents might feel free to be as frank as they wished. The high percentage of response is an indication of the interest and shared concerns of the camp's clientele.

Questionnaire

The questionnaire was divided into ten categories, with each category designed so that the respondent could easily answer the multiple choice questions asked. Space for comments was provided at the end of each category. Following are the categories which we used in our questionnaire.

1. Identification of which camp and division the child attended. (We operate three separate camps with eighteen divisions.)
2. The child's feelings about camp. Does he want to return? Did he really get to know and like his bunkmates? Did he mature and learn from the camp experience?
3. What are the child's feelings about camp staff? How was the individual counselor, and what about the staff in general?
4. Health practices. Was camper adequately protected?
5. Food Service. How was it? Was there enough to eat?
6. A general response to overall program;
   a. Action
   b. Free time
7. Some questions about the visiting day—adequate, too long, etc.
8. Special programs (lectures, concerts, cultural activities).
9. Waterfront program—broken down into instruction, general swim, canoeing, boating, etc.
10. A general response to activity program including specific athletics, crafts, nature, photography, etc.

We kept the questions short and in each case provided a multiple choice type response; i.e., The camper's counselor was: (1) Great, (2) O.K., (3) Not so good. Under free time, the three choices would be: (1) Enough, (2) Too much, and (3) Not enough.

Applicability

Through examination of the results of the survey, the camp administration learned more about certain areas in programming which need to be strengthened. A concentrated effort will be made to modify in some instances, and to augment in others, programs being offered. Need for better interpretation of the camp's educational policies in some areas also was indicated.

Education of board members will be another plus factor in the use of the results of the questionnaire. Through study of this material, board members have become more sophisticated and knowledgeable regarding total camp operation; exciting meetings of the program committee and of the entire board have revolved around the study findings.

Survey results are shared in detail with key staff in an effort to get them to better understand the needs expressed by campers and parents. Hopefully, improvement of practice will follow such understandings.

We would recommend this method of studying attitudes toward agency service to all centers, resident, and day camps. The results of our study have been most gratifying and productive.

Joseph A. Schwartz is Executive Director of the New Jersey YMHA-YWHA Camps in Milford, Pennsylvania.

Section IV

The Camp Program

Discussion Questions and Resources

Questions

1. Divide into small groups, and using a brainstorming technique, develop a list of general principles that guide in the development of a camp program. How do these principles relate to the camp objectives, and then, to the camp program?
2. What are the fundamentals of program development?

Outline them step-by-step.

3. Analyze a camp schedule to determine if there is a proper balance of activities. Recommend specific changes to improve the program. How critical is the camp schedule?
4. How important are areas, facilities, equipment, and supplies in the development and implementation of the camp program?
5. Develop an evaluation plan for camp. Consider the following questions: Who and what should be evaluated at camp? Who should be responsible for the evaluation? Who should be asked to evaluate? When and how should the information be gathered? What kinds of information should be gathered? What are the purposes of seeking information? How will the information be analyzed and reported back?

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Section V
Programs for Handicapped Campers

Gary Robb is the Director of Bradford Woods and an Assistant Professor at Indiana University. He is a past president of the National Therapeutic Recreation Society and a trustee for the National Recreation and Park Association. He has been actively involved in camping and outdoor education for disabled and handicapped persons as a camp director, researcher, and educator for many years. Mr. Robb responded to questions frequently asked about serving handicapped and disabled campers.

QUESTION 1. *Do you believe most organized camps will serve or will be faced with a request to accept a handicapped person as a camper?*

Robb: "It is my feeling that the number of handicapped persons currently participating in organized camps has hit a peek and will stabilize at its present level, at least for the foreseeable future. This does not mean 'regular' camps will not be asked to accept campers with special needs. In fact, more and more camps will receive applications from handicapped and disabled persons. In other words, I do not believe that 'regular' camp directors will rush onto the band wagon in an attempt to serve greater numbers of campers with disabilities in the future than they have in the past."

QUESTION 2. *Are there times when a camp director should decline to serve a camper because of a handicapping condition?*

Robb: "Of course. It is important to screen all campers, but it is especially important to evaluate the needs of an individual camper who may have additional supervisory or medical needs. The screening should be done by qualified, knowledgeable professionals with information collected from the parents, teachers, and therapists, as well as face-to-face contact with the potential camper."

QUESTION 3. *If a camp director is uncertain or has questions about accepting a handicapped or disabled applicant, where should the camp director go for help?*

Robb: "If a camp director is uncertain about accepting a handicapped person because of the special care they would require or because of their capabilities, more information *must* be requested of those involved in working with the prospective camper. Local organizations, involved professionals, and printed material can aid a camp director in developing general policies and procedures, but nothing can substitute for reviewing individual applications and face-to-face interviews in determining if a child is appropriate for a particular camp. It is very important to avoid labeling or categorizing a person by a disability; the variables involved in a person's ability to succeed or fail are innumerable."

QUESTION 4. *What do you feel are the most important considerations for offering a camp program to handicapped campers?*

Robb: "First, handicapped and disabled campers have the same needs and interests that all of us have. But beyond the fact that there are more similarities than differences in the type of camp program offered, the campers should be evaluated to determine what each can realistically accomplish to have a successful experience. Activities can be modified when necessary for a camper to experience success without altering the camp's program; however, to accommodate for the individual differences and abilities of the campers, individual functional abilities need to be identified; so, these groupings of ability levels can be more easily and effectively accomplished."

QUESTION 5. *In recent years, there has been much discussion about mainstreaming handicapped children. What does this mean to camp directors?*

Robb: "Mainstreaming is another term for integrating. In essence, it means to provide children who have been disadvantaged in some way with the same opportunities as the rest of our society with their peers, when they are psychologically, socially, mentally, and physically ready.

"In a camp situation, it is always important to consider a camper's preference. Some handicapped campers may be in a mainstreamed classroom during the rest of the year, but prefer a specialized camp in the summer. This request should be respected. Just as some camps, and rightly so, may feel they can not serve special populations, some handicapped campers may feel they benefit from, enjoy, and prefer a specialized camp. Ideally, however, there would be as many opportunities for disabled children to participate in mainstreamed camp programs as there are for participating in specialized camp programs."

QUESTION 6. *In closing, what do you believe the future holds for providing organized camping experiences for handicapped children and adults?*

Robb: "I wish I had a crystal ball and could say that those people who are committed to organized camping will guarantee its continuance. Federal funds have made it easier for handicapped people to attend camp and for camps to fill their vacancies, but the disappearance of federal funds does not mean the end of specialized camp programs; it does mean some readjusting in camper fees, programming, seasonal schedules, and methods of soliciting and generating funds, just to mention a few.

'In summary, it is important to continue to provide camping experiences for persons with disabilities, just as it is important to provide these experiences to all people. I also believe that an important ingredient of the outdoor experience should be focused on adventure programming. The sequencing and skill progression of adventure programs make them especially well-suited to persons with disabilities, and the challenge involved offers great potential for personal growth. The future of organized camping for persons with disabilities clearly lies in the hands of creative people and peole who are not afraid of risk and new ideas.

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Section V

Should Every Handicapped Person Have a Camping Experience?

Jeanne E. Feeley

First, I believe we must decide what we mean by a camping experience. What camping is to me may be an absolute primitive wilderness existence or a plush country club hotel living to others. So for the purpose of this paper let us assume that a camping experience is a group living situation in a wooded or semi-isolated surrounding—with enough modern conveniences to provide shelter from inclement weather, provisions for sanitation, enough electricity for safety, acceptable mode of feeding and a method of keeping warm. This experience should be of at least one week duration. It need not be overnight, but for the purpose of discussion we will say it is of at least a six-day duration in a resident situation.

I believe every person, handicapped or not, should have at least one camping experience—but I also believe that everyone is not a camper. Camp life is not attractive to all people. It is important that all who can benefit from camping have the opportunity to do so.

In life today we must return to first things first—the basics about ourselves. The informal living, working and playing conditions found in camp situations tend to emphasize basics, whether good or bad. Who can you fool? No one—not even yourself once you return to the basic truths of living. It is the simple way of life, doing without expensive luxuries. There is an ease of living—a comfort created by the absence of the harried pace of life today—to live by the sun, to know equality of existence without the artificial noise of motors, radio, television, telephones, and the demands created by society today, to face yourself and realize how insignificant man is in comparison with nature. We say we have harnessed the elements, but when they are unleashed all the knowledge of man cannot control them until they are spent.

In camping we compete with ourselves and learn to succeed with grace or fail with dignity. We dream of challenges and create actualities by our wit, skill, and ability. We live with the quiet of the universe and learn to "know thy self." When you are down to the basics, who can you fool?

I believe in the intrinsic values of camping. We need to preserve these values for our children and our children's children. Let all people whether mildly, moderately, or severely handicapped know what good camping is. The label or tag we so conveniently use to differentiate and separate the clients is unimportant, but the factor of providing them an opportunity to know camping is. Then let them decide—all people handicapped or not should have a camping experience, but all people are not campers. Each to his own and what you've never experienced you'll never know and never know what you have lost. Provide the experience of good camping for all.

Jeanne E. Feeley is director of an Easter Seal Camp in Pennsylvania.

Section V

An Overvew of Camping Objectives—Generic and Those Unique to Programs for the Handicapped

Donato Capozzoli
TRAINING NEEDS AND STRATEGIES IN CAMPING FOR THE HANDICAPPED

The impetus for the development of camping facilities and programs for handicapped children has been based in the belief that handicapped children should be afforded the same wealth of experiences that are available to the nonhandicapped or "normal" child. The objectives of "special" camp programs are founded upon the objectives of the generic field of camping. Program activities in camps for handicapped children are also generally a replication of the activities found in a typical, "normal" camping program.

Along with the philosophy that handicapped children need the same experiences as other children was the belief that if a camping experience were to be provided for these children, this experience could not or should not interfere with the needed therapeutic services the child received year round. Thus, programs developed with a strong emphasis on the provision of therapies in another, different, setting. Unfortunately, this led to the general belief that if handicapped children were to be provided a camping experience, a "normal" camp would not be appropriate.

With camping for handicapped children growing rapidly in scope, there has also been a growing recognition among medical authorities that there is such a thing as too much therapy and that persons undergoing therapy or remedial treatment will not regress but, rather, benefit from a "vacation" from much of the regimen. Therefore, while some

Mr. Capozzoli was with the Boys Scouts of America.

"special" camps today continue to include specific treatment services in their camp programs, the majority of "special" camps are recreation oriented rather than treatment oriented.

This trend brings us to a point where perhaps a closer look at the word "special" is in order. A "special" camp that provides speech therapy or physical therapy, for example, could be equated to a "special" baseball camp, drama camp, or any other camp where there is a concentration on a specific activity or skill development, occurring in a camp setting.

The many other camps for handicapped children, then, should be equated with the majority of non-specialized camps for "normal" children. The goal in all these camps is the provision of a camping experience, based on the needs and abilities of the campers. The needs of the handicapped campers, then, becomes the concern that dictates the amount and kind of "special" considerations that may be necessary. In any camp setting, the needs and abilities of the camper population will determine how the program is implemented.

While objectives and the activities by which these objectives are met are the same for normal and handicapped children, the methods of implementing these activities in a camp for the handicapped take into consideration the adaptions needed to provide the experience at the most appropriate level for the campers participating in the experience.

If there are any "unique" objectives in a camp program for handicapped children, these are based in the fact that the camp environment (place, program, people) is planned to afford a handicapped person sustained opportunity in an atmosphere which focuses on realistic independence, as well as social and self help opportunities and challenges.

There are many campers presently being served in camps for the handicapped who could be assimilated into normal camp programs and are not. A major part of the reason behind this lies in the fact that the "normal camp establishment" generally still equates handicapped with illness. Those of us involved in camping for handicapped children must provide public education in much greater depth than our endeavors to date. We need to interpret, to teach, and to provide consultation to the general field of camping that they could be integrating handicapped children into their programs.

In camping as in other experiences, some individuals will always need a sheltered, special situation. Integrating these children may be of questionable value. But many thousands of handicapped children are in "special camps," "special" schools, and generally lead "special" lives when they could be benefitting most from, as well as contributing to, that which we call "normal."

Those of us involved in camping for the handicapped need to take a deeper look at our efforts at educating the generic field of camping to the vast potential service they could provide. Hopefully, this conference could be the impetus.

Source

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Section V

Basic Principles of Special Population Camping

Art Harrison

JOURNAL OF CHRISTIAN CAMPING/JULY-AUGUST 1980

This is the day of creative and innovative camping. Almost everyone is interested in serving their particular constituency in a more effective format. Private camps, nonprofit agency camps, religious and Christian camps—each one is searching seriously for the best possible opportunity to serve.

Special populations: mentally retarded, physically handicapped, emotionally disturbed, medically dependent, older adults—all, have become more interested in and available for involvement in the camping experience in the past five years.

Most camp administrators have seriously pondered at one time or another the question, "Can I really serve special populations in a productive way? Is it feasible, given the specific circumstances of program, staff, site and facilities? What are the basic minimums I must consider?" Some have taken the "plunge" and are finding it to their liking while others are finding it difficult and want to back off. What are the basic requirements and what makes the difference between a successful and unsuccessful entry into this type of programming?

You must take a look at some of the broader, more general aspects of it before delving into the specifics.

If the camp has an on-going program, it is not necessary to alter that program substantially to serve special populations. Most handicapped individuals prefer to integrate their particular abilities into the "normal" existing situation rather than settling for "special," "watered down" programs to accommodate their "assumed" inabilities and limitations. Recognition of the simple fact that it often takes more time and a different space allocation to accomplish program goals is essential to the process.

The question of "mainstreaming" is always on top of the question pile. Is it better to program special populations on an "exclusive" or "inclusive" basis? Generally, handicapped individuals and other people who work most closely with the handicapped feel that if integration of the handicapped into "normal" programming does not significantly alter the program goals and objectives to a lesser level and does not reduce the experience to a mere excursion in simplicity, placing the handicapped into regular programming is useful, productive and rewarding for everyone involved. Careful attention to the ratio of handicapped to non-handicapped is important so that each individual in the program can expect to receive the proper amount of attention from the staff as well as opportunities to participate.

There are times when camping experiences are designed exclusively for the handicapped and non-handicapped are not involved. There are also situations when a handicapped unit is operating on the site and in program activities, as a special unit along with other non-handicapped groups. As are most

Art Harrison is the founder and president of Harrison/Hempe/McCall, Inc., a site planning and consulting firm in Ames, Iowa. As part of a personal continuing education experience, Mr. Harrison spent one summer working in a special camping program with the retarded.

experiences, the best experience results from some reasonable judgment on the part of the administrator about how the goals and objectives for the experience can supply the highest benefit to the most people without undue discrimination, insensitivity, and frustration on the part of the individual campers and staff.

Mainstreaming

"Mainstreaming" is not always necessary, nor is it the most desirable in some situations. However, it should always be available as a live option in any consideration of programming for the handicapped.

A very common mistake on the part of program planners is the assumption that the handicapped can only participate in and perform limited activities. This is not necessarily so. Some of the most exciting programs for the handicapped involve such strenuous physical activities as hiking, backpacking, snow skiing, mountain climbing, canoeing, horsemanship and so on. Never underestimate the miraculous combination of determination and motivation when achievement is the goal.

Good programming always requires good staff in any camping experience. It is no different when camping with the handicapped.

Two basic qualities in staff are essential to a good experience with the handicapped. The first is attitude. An effective staff person has to have positive attitudes about the individuals with whom he or she will be working. This is no different than any staff-camper relationship in non-handicapped programs. However, many handicapped individuals have physical characteristics which may be unusual enough to make the staff individual uncomfortable, unloving, or significantly frustrated because the usual communication techniques are not effective and the resultant behavior is not easily assimilated in the program.

Staffing Needs

It is extremely important that staff selected to work with the handicapped have some knowledge and understanding of the social and physical environments they will be required to work in. This is best accomplished by visiting the usual living environment where the campers reside normally, at his or her family dwelling, group home, or institution. It is not necessary in this early learning stage to know who the individual campers will be. The most important thing is to get acquainted with the general handicapped population and the lifestyle they display. This process should weed out those who feel they cannot work comfortably with the handicapped, and the remaining individuals who still would like to be involved will not be surprised, shocked, or particularly ineffective because of any unusual appearance or personal habits displayed by the "special population" they will be involved with.

This leads to the second basic quality—training. Determination and motivation are excellent qualities in staff as well as campers, but they do not substitute for training.

The normal training that staff would receive for a non-handicapped program is still necessary. However, additional training is required to work effectively with the handicapped.

Staff must be ready to accomplish less volume of program because things tend to happen more slowly with the handicapped. More one-on-one attention is required to monitor the handicapped individual closely for reasons of communication, process, and safety. Recognition and a sensitivity to the limitations of the individuals under supervision physically, emotionally, and medically are important. Techniques for moving wheelchairs and assisting in movement processes need to be learned, again to assure safety and to limit overstressing some aspect of the camper's life.

Handicapped campers come with all kinds of human problems common to everybody. Some of them bring additional problems of insecurity, loneliness, pain, frustration and a host of physical and medical problems. Qualified and quality staff need to have some training and experience in how to best integrate this "special" camper into the program and achieve the stated goals. All the important qualifications of staff at any camp are basic, but some extra skills in love, patience, innovation and stamina are also required and are best obtained through special training in "real life situations" with the handicapped prior to the camp experience.

Site and Facilities

When the program and leadership aspects are developed, it's time to turn to consideration of site and facilities.

For the camp that would like to get into a "special populations" program, try it first with the site and facilities as they exist, at a minimum level with selected handicapped campers. Do not renovate your site and facilities based on assumed needs. The handicapped have been adapting to the "normal" world forever, so a trial run at camp will be much more unusual for the "normal" camp staff than for the handicapped camper.

Try things out. Adapt as you proceed. Let the campers define what some of the obvious needs are. Observe the problem areas, consult both campers and staff, record the problem areas. Possibly the "special populations" route is not for a specific camp. The whole concept may be wrong for many reasons. Aren't you glad you didn't renovate to the tune of $100,000 or more to accommodate "special populations" before you learned if it was a feasible option?

Almost any site can be adapted for the handicapped in its original condition without massive overhaul. Minor changes, such as paved pathways, ramps instead of steps, well marked and good sight distance crossings in vehicular travel areas, improved night lighting, special program areas, large and highly visible signs and symbols, and push button recordings at stations along paths and roads to instruct and direct are all relatively simple things that can be accomplished to make any site more hospitable for the handicapped.

The existing facilities are more difficult to deal with. A barrier-free environment is the ultimate goal to make camp places accessible to and usable by handicapped persons. Most site and structural requirements for a barrier-free environment are based on the maneuverability of a person using a wheelchair. Such spaces will accommodate a person on crutches as well as the normal ambulatory person.

The most common wheelchair dimension is 40 inches long, 25 inches wide; height of seat 20 inches, height of arm rest 27 inches, height of pusher handles 36 inches, and the wheel diameter 24 inches. A five-foot square space is usually adequate for completely turning a wheelchair. Average reach of a person in a wheelchair is 30 inches, and the diagonal reach for using wall mounted equipment is about four feet from the floor.

Adapting existing structures can be a costly item for the camp owner. No rules of thumb are available for the costs of renovation of existing structures to meet acceptable standards because of the great variety of camp buildings. However, for new structures, with barrier free environments designed into the building, the normal cost for such a unit may be increased as much as 20 percent to include adaptability for the handicapped.

Many organizations provide general information on the specifics of design and development of facilities, and these are available to camp owners: government agencies, local Easter Seal chapters; state and local associations for the developmentally disabled and the medically dependent are all good sources.

It is not possible within the content of this article to

develop all the design detail or identify the resources available for camp administrators anticipating entering the field of "special population" programming. A specific request to the C.C.I. office will produce specific resource material for the interested camp administrator.

Camping with "special populations" is a rich and rewarding experience. It is also frustrating at times. It could involve costly capital improvements. It should not be entered into lightly. A thorough testing before making a final decision is a wise move. If and when it all happens properly, it's a great addition to any camp program; and the rewards to everyone involved, although not always monetary, are certainly life changing for the camper, the staff and the camp administrator.

Section V

A Multidimensional Approach to Camper Assessment

Lynn D. Saslow

THERAPEUTIC RECREATION JOURNAL/FOURTH QUARTER 1978

Abstract: Assessment of children in therapeutic camp programs has become critical in this era of accountability. Because of the nature of camp structure, few standardized instruments, traditional headcounting or goal-oriented measures provide thorough and holistic assessment of campers. A camp situation, whether day or residential, is structured to provide an intensive, ongoing interaction in which all aspects of the child interact and are involved. To assess a child from the perspective of one instrument and/or one evaluator does not assess all aspects of the child. Other approaches need to be explored to maintain a progressive and exploratory account of the camper's feelings, behaviors and skills. The possibility of using a variety of additional objective and subjective tools—behavioral observation, observational diaries, opinionaires, and interviews—from a variety of perspectives—camp staff, outside evaluators, volunteers, parents, peers, and the camper him or herself—is explored in an effort to provide methodology to more adequately conduct assessment in the unique structure of the camp setting.

Introduction

Assessment of campers in therapeutic camp programs has become critical in this era of accountability. In order to attain an accurate, thorough, and holistic assessment of campers, many different assessment avenues should be explored. A camp situation, whether day or residential, is structured to provide an intensive ongoing interaction in which all aspects of the camper interact and are involved. As much as possible must be known about the camper if appropriate individual or group treatment plans and programming ideas are to be developed and if the effectiveness of staff training and the camp's program are to be evaluated. Assessing a camper solely from the perspective of one evaluator by using standardized instruments, traditional headcounting, or goal-oriented measures may not truly account for all aspects. This article suggests the use of a multi-method, multi-perspective, and exploratory account of campers' feelings, behaviors, and abilities.

Assessment

Since the term "therapeutic camping" has a variety of connotations depending on immediate frame of reference, for the purpose of this article the term will be associated with any camp setting aiming to help people understand themselves physically, emotionally, socially, and/or spiritually. Assessment is the periodic process of gathering information about these campers in order to establish their immediate functional levels in any or all of these four dimensions. This assessment is systematic and can use any given technique or combination of techniques which seems appropriate to the situation and the information desired (McReynolds, 1968). The more informed staff members are about their clients, the better they can plan more meaningful and relevant experiences for those participants (Gunn and Peterson, 1978). This holds true for therapeutic camping as well as other human service situations.

Many standardized assessment tools already exist. Although few have been developed for camp situations per se, many others can be and have been adapted for use in camps. Such instruments include the Minnesota Multiphasic Personality Inventory, the Gesell Developmental tests, the Miranda Leisure Interest Finder, the Tennessee Self-Concept Scale, and the Bender-Gestalt tests. Some of the specific areas commonly assessed include socialization skills, self-concept, mental status, daily living skills, physical abilities, recreation participation habits, and activity skills. Many of the tests have been developed for special target populations such as individuals with physical limitations, emotional disturbances, mental retardation, visual impairments, or hearing impairments.

Each tool requires a different assessment method or way of gathering information. Some of the more traditional methods rely on specific written or performance tests in the treatment setting (Brown and Koltveit, 1977). Others use questionnaires, role playing, medical records, or other recommendations and referrals, observations, games, opinionnaires, and the like. These tools are completed for an individual by facility staff, by significant others with whom the individual interacts in outside-of-the-facility environments, and by the individual.

The variety of instruments and methodologies available indicates many factors may be important. Assessment tools, although meticulously designed and tested for reliability and validity, are valid reflections only of a few specific functions in given controlled situations (Brown and Koltveit, 1977). It is important to remember that a one-tool assessment yields a structured assessment of isolated components rather than a free-flowing representation of the holistic individual. Since there is no absolute way of assessing the whole individual, a combination of several methods seems to be a reasonable approach.

In preparing a multi-dimensional assessment method, elements can be classified into five broad categories: 1) WHAT behaviors, skills, abilities, or attitudes will be assessed; 2) HOW the assessment will be done or what kind of tool will be used; 3) BY WHOM the tool will be completed;

Lynn Saslow—Janklow is currently a counselor for Partners, Inc., in Weld County, Colorado.

4) WHERE the tool will be used; and 5) WHEN, or how often, the tools will be administered. Table 1 provides a sample representation of possible categorical elements from which to develop a multidimensional assessment:

TABLE 1

Categorical Elements for Multidimensional Assessment

What	*How*	*By Whom*
Socialization	Written tests	Counselors
Self-concept	Performance tests	Administrators
Mental status	Questionnaires	Camp nurse or doctor
Daily living skills	Medical records	Campers on themselves
Physical abilities	Recommendations and referrals	Campers on other campers
Activity skills	Observations	Parents
Feelings, attitudes, and understanding	Role Plays	Referring agents
	Games	Consulting therapists
	Opinionnaires	Volunteers
	Goal-oriented objectives	Friends
	Inductive comments	
	Diary record	
	Nonverbal demonstrations	

Where	*When*
Camp	Pre-camp
-during scheduled activities	Beginning of camp
-in structured assessment sessions	End of camp
	Scheduled intervals during camp
	Randomly during camp
	Post-camp
Home	
School	
Doctor's office or clinic	

Selecting elements of concern from these categories depends on the nature of the camp: whether it is day or residential; the ability and age level of the campers; program structure; and the goals and objectives of the camp for the campers. The elements chosen may vary from time to time or season to season, depending on practical success and failure of various strategies or combinations of elements. The important assessment goal is obtaining as much accurate information about the individual as possible. By using each element once and relating it to each of the other elements, one would theoretically obtain the most thorough possible reflection of each camper. Due to time, finances, and energy, such an assessment is neither practical nor possible. Also, perhaps more importantly, the purpose of the assessment and specific information sought must be kept in mind when choosing which elements to use.

One important component of the multidimensional assessment method is that many of the elements (such as feelings, opinionnaires, or inductive comments) produce subjective, open-ended, and opinion-oriented data. Although objective, goal-oriented data are invaluable for research methods, they are often flexible or fluid enough to use in trying to understand people and the complex nuances which affect them in their daily functioning. A multidimensional tool tends to account for some of the potential ambiguities and problems in collecting subjective data by approaching the same issue from many different perspectives.

Inductive methods which allow the participant's spontaneous behaviors to be part of the assessment process can be helpful additions to measuring that individual on a predetermined performance scale. One can learn a great deal about a camper's needs by observing the choices made in activities and social situations (Havinghurst, 1965).

Although information may be available on the camper which has been obtained from valid and reliable instruments, it is important to remember that how others see someone is usually crucial to how that individual sees him or herself. The fact that significant other people may have different perceptions of that individual may have significant meaning in treating the holistic, environmentally influenced child. Knowing others' perceptions is also valuable for camp programming and individual treatment. If parents, for example, do not see any progress in their children's behaviors at home, there may be no positive reinforcement of those behaviors.

Pre-treatment assessment of individuals is the most commonly practiced kind of assessment in most therapeutic recreation programs. Pre-treatment assessment of children in a camp situation is especially important in assigning camp groups. After collecting as much information as possible on each camper, one can assess a group's potential for positive functioning (Gunn and Peterson, 1978). With adequate and appropriate information for each individual, many potential problems can be eliminated before camp starts by visualizing conflict areas and assigning compatible groups.

Therapeutic camp programmers must also remember that in order to keep treatment current and relevant, ongoing assessments must be made as the camp season unfolds. At camp, abilities, understandings, feelings, and relationships can rapidly change due to the opportunities for campers to choose a variety of activities and ways of freely expressing themselves, as well as to form intense relationships with other campers.

Summer Day Camp

The multidimensional assessment method was field tested during the summer of 1978 in Palo Alto, California, at the Children's Health Council's therapeutic summer day camp for children with emotional, learning, neurological, and/or mental disturbances. A recreation therapist directed the camp program, and face-to-face leadership in the groups was the responsibility of trained counselors. A Children's Health Council mental health therapist was the camp psychological consultant. Twenty-nine children participated in the camp which met four days a week for six weeks. The camp had few structural facilities from which to operate, so many of the activities involved excursions away from the Children's Health Council grounds. Such activities included hiking, swimming, special events, sports and games, biking, horseback riding, cooking, arts and crafts, and special trips.

A need existed to assess the perceived behaviors and attitudes of these children while they attended this program to assure continually appropriate program planning and treatment for each child. Counselors, parents, an outside evaluator, and the children themselves participated in the ongoing assessment process. Although standardized diagnostic tools are used in other programs at the Children's Health Council, the camp assessment tools, which all focused on the children's socialization skills, self-concepts, and activity participation levels, were non-standardized.

Parents completed a five-page opinionnaire about their child before camp, once in the middle of camp and once again at the end of camp. Counselors submitted the same opinionnaire about each child in their group every week. On these opinionnaires, specific representative behaviors and attitudes were rated on a five point frequency scale. The outside evaluator also submitted an opinionnaire on each child in camp weekly. This opinionnaire combined all of the statements for each category (socialization, self-concept and activity participation level) which were independently rated on the tool used by parents and counselors. Everyone taking part in the assessment process was encouraged to record

comments on the tools.

Additionally, open-ended interviews were conducted at the end of the summer with the children in camp to determine their own feelings about the camping experience. Their responses also indirectly reflected their socialization, self-concept, and activity participation levels. A diary document was done by the outside evaluator which reported observations of the children's behaviors on a day-to-day basis. Finally, counselors completed a questionnaire at the end of the summer evaluating the assessment process.

The results of this study will be used to determine perceived behavioral and attitudinal change in the campers and significant differences in perception by the different evaluators. The study, which will be completed in 1979, will also examine and compare each of the different methodologies involved.

Limitations

The multidimensional assessment method, although it extracts accurate information about individuals, is not without limitations. As with any method, one must be prepared to weigh the pros and cons of using such a method before undertaking the process. One problem with experimenting with a variety of tools is that during the process of field testing them for reliability and validity, immediately valuable and usable information about the individuals who participate in the test situation may be lost. Sometimes information which would be useful in working with the camper must be sacrificed until the reliability and validity of the instruments have been determined.

Also, as desirable elements from the five different categories are added to the process, time and complexity in administering the tools and analyzing the data are added as well. As the time allotted to the assessment of the camper increases, time available for equally important camp components (such as programming, interacting, and evaluating) may decrease.

In order to compensate for some of these limitations, one may want to do thorough assessments only periodically, and "mini-assessments" more frequently. In addition, it is important to remember that as more subjective and inductive tools are developed and validated, the time necessary for their use will decrease. Professionals and researchers are encouraged to disseminate their tools so that others may use them without having to spend precious time developing and testing materials for themselves.

Conclusions

In spite of possible limitations in the utilization of multidimensional assessment methods, the need for a more holistic assessment of the camper from a variety of perspectives still remains. Successful treatment of specific campers must be structured around their individual needs. Evaluative observations of a camper's attitudes, abilities, and behaviors should be done periodically to determine the appropriateness of the treatment in meeting these individual needs as well as the receptiveness of the camper to different services. A representative sample of the camper's behavior in different situations involves observations in a variety of settings by several significant other people with whom the child interacts. The approach suggested in this article provides a method for such assessment.

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Section V

Program Abstracts

Jean E. Folkerth and Barbara D. Pantzer

THERAPEUTIC RECREATION JOURNAL/FOURTH QUARTER-1978

There are many effective camp programs serving the handicapped across the country. However, few of these programs are known outside of their immediate locales. It is the purpose of this article to make some of these proven programs more widely known in order to stimulate the development of similar programs and to provide a basis for further innovations.

The seven programs selected for inclusion are located across the United States. Collectively, they serve every major disability grouping. Their sponsors range from local governments to voluntary health organizations to private nonprofit groups. Their goals cover a broad spectrum of recreational, educational and therapeutic purposes. While they are by no means representative of all the innovations taking place in the camping for the handicapped movement, they do provide a small glimpse of the creative programs presently in use.

Year-Round Therapeutic Camping

Eckerd Wilderness Camps, Florida

GERALD S. REHM, EXECUTIVE DIRECTOR

The Eckerd Wilderness Camps are year-round camps for children ages eight to sixteen who, unable to cope with society, exhibit unacceptable behavior. At the present time, four of the camps are located in Florida, two in North Carolina and one is being developed in Vermont.

All prospective campers are initially referred by community screening committees or agencies. Local community

Ms. Folkerth was a research associate for Project REACH, University of Kentucky, Lexington, and Ms. Pantzer, a private therapeutic recreation consultant, resides in Lexington.

resources are fully utilized before considering camp as an alternative. Camper designates are selected by the camp staff on the basis of group balance needs. Each camp has a population of five groups of ten children with group assignment being determined by age, size, and emotional maturity. A primary consideration in group balance is to maintain a desirable ratio between withdrawn and acting out behavior patterns.

A family, or family substitute, is essential for the camper's success in this therapeutic treatment program, because "Going Home" is the therapeutic treatment goal usually reached in twelve to eighteen months.

The Eckerd Camps have been classified as an Alternative Type Unit School. The camp does not attempt traditional classroom teaching, but a camper's personal and educational development is approached through an experience curriculum. Situations in the life of a camper are utilized to enhance the learning of basic educational skills. If these skills can be related to something that occurs frequently such as eating or building a shelter it will be more meaningful to the child.

When a group builds a tent for three of its members, they must figure the space for beds, footlockers, and other personal belongings; decide the shape and arrangement of the interior; figure the number of poles required, and the size of the canvas they will need to cover the frame. Thus, computational skills are learned. A lot of time is spent on the design and construction because if something is not correct, it might be one's own bed that gets wet.

Language art skills are encouraged through weekly plan writing, menu writing, poetic and descriptive writing, newspaper writing, and maintaining trip records. Campers are encouraged to express themselves through group discussion, skits, group singing, and all-camp discussions.

Social skills developed through the use of the group living situation are reinforced as each group plans and participates in backpacking, bus, canoe and raft tripping experiences exposing individuals to natural and cultural opportunities of the communities-at-large outside of camp. Lack of a well-defined purpose, never distance, is the only limiting factor in planning these excursions.

As campers move through the camp experiences, there is some therapy, some education, and always the acquisition of greater self-esteem and self-confidence. Overall, camp is an on-going process which builds a child's basic understanding of how to work through a problem or work toward a goal.

Autism Day Camps

Los Angeles County, California
KATHY YASUI, DIRECTOR

Under the auspices of the Los Angeles County Department of Parks and Recreation, the Rehabilitation Unit established a comprehensive day camp program for autistic children twelve years ago. The Autism Day Camp Program is held three times a year. It is offered for one week during Easter vacation, for two weeks during the month of August and for one week during Christmas vacation. Because of the great demand for the program, camp locations are spread throughout Los Angeles County. This enables most parents and guardians to send their children to camps that are within reasonable distances from their homes. Typically, the day camps meet in either county parks or in special education schools.

In order to participate in the camp program, the Rehabilitation Unit requires that each client have a medical diagnosis of autism or have "autistic tendencies," such as self-stimulation, echolalia, or aloofness. A client must also be between the ages of five and twenty-one and be able to self administer all prescribed medication.

Each camp site is limited to twelve children. The staff for the camps, which come out of the Rehabilitation Unit, consist of a site director, one or two additional staff persons and student volunteers from the community. Thus, depending upon the availability of funds, staff members, and volunteers, there is usually a three-to-one ratio between children and staff for each camp site.

The camp program follows the basic underlying principles of behavior modification. Techniques such as time out, the administering of both positive and negative reinforcements, extinction, tokens, imitation and stimulus control are all used, when appropriate, in order to establish and/or maintain desirable behaviors in the children. This is one of the camp program's main objectives. Other objectives include: 1) to establish a greater sense of self-awareness; 2) to help each child to become more tuned in to his immediate environment; 3) to reinforce already established self-help skills; and 4) to aid each child in finding enjoyment in various gross and fine motor activities.

Each day camp schedule is geared toward the individual needs of its participants. Activities and specific program objectives are thus determined after the day camp applications have been thoroughly reviewed by the site director. But, generally speaking, each camp attempts to provide its clients with a program that exposes the children to a wide variety of new and stimulating experiences.

The cost per child for each Autism Day Camp Program is kept at a minimum, although the amount does vary depending on the types of activities planned. Transportation to the camp sites and to other places of camp activity is provided by the Regional Centers through the State of California at no cost to the parents.

Weekend Family Camping

Camp Hickory Ridge, Michigan
DAWN M. WELCH, RPT, MA AND NANCY CASTALDI, RN

Weekend camping for preschool physically impaired children and their families was initiated in the summer of 1977 at Easter Seal Camp Hickory Ridge in Howell, Michigan. The camp was organized by therapists at a local clinic who perceived that parents of young children with physical impairments could benefit from communication with and support from other parents. It was also apparent from group therapy sessions that the children could benefit from play session involving siblings in a more informal setting. The camp was chosen because it provided a barrier-free environment where families could have fun together in an outdoor setting.

A minimum of four and a maximum of eight families attended each weekend camp held in 1977 and 1978. Since it was important to the success of the camp that the families decide how their time would be spent, no format decisions were made prior to the camp. The entire group met Friday evening to play get-acquainted games and to discuss the format for the weekend. Volunteers were available at all times to feed, dress, bathe, and play with the physically impaired children. Volunteers were also assigned to children for each activity period. Therapeutic play sessions were planned for two one-hour periods on Saturday and one period on Sunday. During these times the parents met together for outdoor activities or for formal group discussions about common problems and feelings. Waterfront, hayride, campfire and outdoor-cooking activities were participated in by everyone.

Therapeutic goals were established prior to camp by each child's therapist and were incorporated into the camping experience. The following chart lists the major goals and some of the suggested activities used to meet those goals.

Every effort was made by the volunteers to incorporate these goals into all camping activities by utilizing appropriate positioning and handling to normalize muscle-tone and to facilitate independent functioning within the child's disability.

Therapeutic Goals	Activities
To improve gross motor skills	Obstacle course, ball games, mobility games, rhythm band, Simon Says, and follow the leader
To improve fine motor skills	Making rhythm instruments, peanut butter sandwiches, tactile collages, fun dough, toy boats, body tracings, box trains
To improve range of motion	Action songs and rhythm games, hula hoop games, angels-in-the-snow, finger painting, water play, ball games
To improve muscle strength	Obstacle course, ball games, mobility games, rhythm band, Simon Says, Follow the Leader
To improve balance and equilibrium and inhibit abnormal muscle tone	Tilt board activities, boat games, large ball and barrel activities, swinging and spinning activities, water play, music
To facilitate sensory awareness (tactile, auditory and visual)	Sand play, water play, finger and body painting, tactile collages, fun dough, noisy toys, animal sounds, rhythm games, action songs, mirror play, light games
To improve perceptual motor skills (awareness of body parts, spatial concepts, motor-planning, etc.)	Angels-in-the-snow, Simon Says, body tracings, mirror play, finger and body painting, action songs, pegboard games, suspended ball games, chalk and felt-board activities.

Parent group discussions revolved around appropriate resources in the community, assistance provided by professional people, adjustments to having a physically impaired child within the family, consistent parenting of a handicapped child and other siblings and effects of the handicapped child in each parent's life. As a result of these group discussions, parents have become involved in local respite care programs and continuing parent support groups.

Winter Camping

Camp Freezurtoz, Idaho
VERN NEWMAN, DIRECTOR

Camp Freezurtoz was started in January, 1973. It is a winter camping experience operated by the Recreation Department for the mentally retarded population of Idaho State School and Hospital located in Nampa, Idaho. It provides winter time activities that otherwise would not be offered at the institution.

The camp site is located in the mountains thirty-five miles north of Boise, Idaho, and is loaned to the state school by the Church of Latter Day Saints for winter use. The cabin used has hot and cold running water, a fire place, wood stove, kitchen facilities, indoor restrooms and a sleeping area.

There are two overall objectives for Camp Freezurtoz which are the same for each and every group. First, each person is expected to do as much for himself as possible with very little help from others. Secondly, each person is to have fun and enjoy camp.

Camp Freezurtoz operates for ten weeks in the winter. However, each session is just a day in length with campers arriving at noon one day and departing at noon the next. There are two sessions a week and usually no more than eight to ten campers per session.

Campers arrive at camp in time for lunch, and everyone helps to get a fire started and lunch on the table. Activities begin immediately after lunch. Each resident is supplied with a snowmobile suit, hat, and gloves. The first outdoor activity is the tube run where campers use an inner tube rather than a sled. Some campers go down without hesitation, others need a little coaxing, but after one or two times down the hill, only a very few need more coaxing. When all is going well, the snowmobile is fired up. That always turns a few heads and brings smiles, especially from those who are veterans of the camp.

When everyone has had a turn on the snowmobile, cross-country skis are brought out. This activity was added in 1977 and is one of the most popular now offered. Usually, thirty minutes is all most campers want to ski. At this point, everyone retires to the cabin to warm up, have some hot chocolate and rest; finally, to ready appetites for dinner, a hike is taken.

After dinner each camper is required to prepare his or her bed. When this is done, the campers are given the option of going out and tubing or just sitting and relaxing in front of the fire. By 9 PM most are eager for bed.

After a good night's sleep, breakfast is served, and preparations are made for the day's activities. The second day each person is allowed to choose what he or she wants to do. Provided there are enough staff to supervise the activities, there could be tubing, cross-country skiing, snowmobiling, snowball fights, snow shoeing or hiking all going on at the same time. After morning activities, lunch is prepared; the cabin is cleaned; sleeping bags and equipment are put away; the van is loaded; and with camp closed, everyone is returned home.

Camp Freezurtoz has proven itself to be a good learning and growing experience for both campers and staff. And although most people wouldn't consider camping in winter, for campers at Freezurtoz, there's no better time.

Adult Camping Program

Recreation Center for the Handicapped, Inc.
SAN FRANCISCO, CALIFORNIA
KATHY WOOD, SOCIAL WORKER

The Recreation Center for the Handicapped, Inc., San Francisco, California, provides a one-week resident camp experience for forty-eight adults with physical disabilities each year, utilizing the San Franciso YMCA camp site. Located approximately fifty miles south of San Franciso, the camp is situated in the foothills of the Santa Cruz mountains. This setting has a positive effect on individuals with disabilities as a change of pace and lifestyle from inner-city existence. For many recipients of public welfare, it is their only experience outside of the city. Thus, in effect, becomes their annual "vacation."

The individuals are brought to the Recreation Center by Center transportation and taken to camp by chartered Greyhound buses. Campers provide their own sleeping bags, clothing, and personal items for the week. Meals are prepared by the YMCA staff and are included in the rate charged

by the YMCA. Camperships are available for most of these individuals with funding secured from private sources. Nursing staff is provided by the Recreation Center for the Handicapped. Cabins sleep ten individuals and two staff. They have been specially adapted for disabled by adding grasp bars and ramps, and removing doors.

A daily program plan for general camp activities is prepared by the program director. While specific activities are offered throughout the day, the participation is voluntary and scheduling is flexible enough to meet individual needs. Some campers relax in the sun by the pool, while others participate in water exercises. Because of the immobility caused by disabilities, the water exercises and free swimming time are great attractions.

Everyday, wheelchair exercises are held. Individuals are encouraged to leave their chairs and participate in exercises on mats in the grassy meadow. Deep breathing and relaxation programs combined with simple upper and lower extremity movements loosen up stiff and otherwise unused limbs and muscles.

The nature program emphasizes learning about wildlife, ecology and conservation. Adjuncts to the nature program are opportunities for cookouts, hikes, nature observation walks and overnight sleepouts. Even the most severely physically disbled adults enjoy a night under the stars.

A water carnival is held at the end of the week. All campers are encouraged to participate in their own special way in the water activities. The final evening activity is the "campfire" during which time all the campers come together for a community experience. Skits are prepared by the cabin focusing on the activities of the day. These improvisational dramas become a time for individual interaction through music and drama.

The major focus of the camp program is to provide as normal a camping experience as possible for those individuals who would otherwise not be able to participate in similar activities. The stereotyped notion that camp is only for youngsters has been invalidated by the Recreation Center for the Handicapped.

Summer Academic Camp

Lincoln Hill, Massachusetts
GLADYS A. WILLIAMS, M.P.H., DIRECTOR

Many special children require a year-round educational program. However, few schools can meet this need during the summer months. In a summer camp setting, Lincoln Hill offers the needed educational and recreational program to forty-five Massachusetts children each year. The camp, located in Foxboro, is sponsored by the Massachusetts Jaycees through its Charitable Trust.

In the five years of its existence, Lincoln Hill has served more than 200 children and their families. The campers, aged six to twelve, have been diagnosed as mentally retarded, emotionally disturbed, and autistic. All have experienced considerable failure in other settings; they have been called "hard to manage" and are often educationally misplaced.

The campers have a wide range of skills and needs, covering several developmental levels. These are determined before camp, utilizing detailed information from each child's parents and teachers from a screening session with camp staff. Based on this information, goals are established for the summer in each skill area, priorities are set and each child's program is designed individually to combine a bunkhouse placement and four hours of class daily. Most classes last for an hour and have a 1:3 teacher-to-student ratio. Each child attends for the full seven-week session.

The class schedule varies each summer to meet the needs of each year's campers, but content areas always include: speech and language; academics; table games and preacademics; swimming and sports; vocational and helping skills; basic skills (dressing, meals, toilet training); community adjustment skills; independent and cooperative play; arts and crafts; photography; and music, dance and drama. In 1978 over fifty different small classes were held in each two-day period. Many were held outdoors, taking full advantage of the camp setting.

Self-help skills, social and play skills, and speech are concentrated on in the bunkhouse groups, which include seven children who are chronologically and developmentally at the same level. Campers awaken one hour before breakfast to practice dressing, grooming and helping skills; eating and social skills are emphasized at meals. Quiet group activities are held following lunch and special evening activities are planned daily for each bunkhouse group.

A highly trained staff is needed to achieve the program goals. The interdisciplinary professional staff has nine program and educational specialists, as well as six consultants in specialty areas. This group trains, supervises and works alongside the eighteen counselors who teach the classes and work in the bunkhouses.

Lincoln Hill's commitment to the children and their families extends beyond the summer program. Involvement with parents begins with pre-camp meetings and includes a weekend workshop at camp. It continues into the fall and winter with monthly follow-up meetings, home visits, some school visits and attendance at meetings to develop educational plans. The training sessions provide parents with the tools and support necessary to teach their children at home, to manage behavior problems and to better utilize local service systems. Teachers are also invited to participate in the Lincoln Hill program through their pre-camp assessment and a day-long visit to the camp in the summer.

Follow-through is enhanced by the detailed evaluation and progress report prepared for each child at the close of the camp session. This report presents information on the camper's activities at camp, abilities in each skill area, optimal learning environment, motivation techniques, teaching programs and programs for managing behavior problems. At the end of the summer, the children take more than the report home with them. Most leave with new skills, new friends, a positive summer experience and a better chance of succeeding at home and at school.

Adventure Bound

Camp Blue Sky, Missouri
LAURIE MUELLER BACKUS, DIRECTOR

Challenges, excitement, stress, personal growth, group involvement, and fun are all part of Adventure Bound, a wilderness camping program operated by the St. Louis Association for Retarded Citizens. The program is based at Camp Blue Sky, a camp owned by the South Side St. Louis Lions Club and located approximately forty miles from St. Louis. It is open each summer to retarded youngsters between the ages of eleven and twenty-five years.

Two types of Adventure Bound sessions are offered. The first is designed for those who are new or almost new to the program. For this session, enrollment is limited to forty campers. The second type of session is designed for participants with previous Adventure Bound experience and is limited to twenty-four campers. For both the beginner and advanced sessions, a six to one camper staff ratio is maintained. All staff members are either special education teachers or college students majoring in special education, therapeutic recreation or a related field, and have four to six years of experience in camping and adventure education. In addition, all are trained and certified by Outward Bound and the American Camping Association.

The Adventure Bound program is composed of a series of progressively difficult activities, which require not only individual skill development but also the development of group cooperation and decision making abilities. The activities include rappelling, rock climbing, backpacking, caving, orienteering, acclimatization, ropes course tasks, float tripping, outdoor cooking, wilderness camping tasks and cycling.

The total program is designed to help participants develop compassion for others, self-reliance, craftsmanship, pride in doing well and responsibility for self and others. Adventure Bound also attemps to encourage participants in their self-questioning and to help them interpret and understand their own growth.

During the thirteen-day program, successes are measured for each camper in terms of "trying." These successes are very real and tend to perpetuate themselves. In addition, they carry over into other aspects of life. The physical and mental risks that challenge an individual to use all existing and obtainable resources are found in a wilderness environment, and these challenges, risks and adventures are what Adventure Bound is all about.

Section V

Sensitive Nework of Communication Eases Steps into Mainstreaming

Glenn Job

CAMPING MAGAZINE/SEPT.-OCT. 1980

A mother showed her concern about a proposed "mainstreaming" camping experience for her mildly retarded daughter when she wrote:

"She is a slowpoke. She will not enjoy any teasing from other campers or any unkind remarks about her slowness."

"But treat her normal," the mother said in disclosing that her daughter was afflicted by Down's syndrome. She cautioned also that the child has a fear of heights.

In another instance, the parents of a sixteen-year-old boy who suffered from fused elbow joints wondered how other campers would react to their son's poor coordination. He could swim and play soccer, they said, but he would not be good at crafts.

"She is afraid of shots, afraid of the dark, and afraid of fire," a parent said of a young girl. "Sometimes she has trouble getting to know other kids. She becomes withdrawn before she has a tantrum. She seems to have difficulty perceiving social situations correctly."

The parent advised patience. "Talk it through. See if she can correct it."

How do camps that want to embark on "mainstreaming" for the first time respond to these kinds of concerns (and challenges) from parents who want to provide their children with an integrated camping experience for the first time?

What about others who are affected by the decision to "mainstream"—staff who have not worked with disabled campers and are reluctant to do so; other campers; the immediate and long-range impact on the total camping program?

The Catholic Youth Organization (CYO) of the Archdiocese of Seattle (WA) responded to the critical tests with a sensitive communications network that tied together the camping program, camp staff, and parents for a common purpose. Evaluations of the first year indicate it was done with favorable results.

The Seattle CYO operates camps Don Bosco, Cabrini, Gallagher, and Nanamakee in the state of Washington. And while its principal constituencies are within the Catholic population of the diocese, the camps have traditionally accepted children without regard to religious affiliation. The CYO felt a community need to move into mainstreaming. The statement of philosophy was broadened to include this phrase: "to foster the development of Christian faith for the total community of the Archdiocese of Seattle through a year-round outdoor ministries program." The words "total community" would indicate that disabled youngsters would be encouraged to attend the CYO camps.

Mainstreaming defined

The term "mainstreaming" has taken on increased significance in recent years. Parents of handicapped children have sought educational opportunities in the same classrooms with the non-handicapped. This has not been without controversy. Opponents have raised questions as to the ability of the handicapped to keep up with other children, or whether teachers will have to spend an inordinate amount of time with some children at the expense of others.

Historically, many camps have absorbed children with disabilities into their populations, although the term mainstreaming has not been widely used to describe the practice.

Mainstreaming, the Bureau of Education said, refers to the concept of providing appropriate educational services to inconvenienced children, regardless of their level of involvement, in settings as near as traditional as possible.

This broadly parallels the CYO definition of mainstreaming offered by Ms. Jani Brokaw, director of camping for the Seattle CYO, who said, "Mainstreaming is taking campers with disabilities and integrating them into the regular camp program. A child with a disability is housed with seven other children and a counselor."

Important to the central idea was an emphasis on their abilities—not disabilities, Ms. Brokaw said.

"If a camper has strength in crafts, a strength in swimming, or some other area, we emphasize the strength and minimize the disability."

In examining the diocese camping program over the past year, the CYO concluded that youngsters with disabilities should be encouraged to attend the regular camping session as part of the outdoor ministries program. Within its own administration and with the aid of consultants, the CYO easily answered the question, "Why." Much more difficult was the second question—what does the CYO have to do to accomplish this mission well?

Although the CYO had offered an integrated program for the hearing impaired and deaf children for many years, previous experience was limited primarily to a totally segregated program that served severely handicapped from Rainier school. Lack of funds in the Rainier budget brought an end to this program.

Glenn T. Job is the editor of Camping Magazine.

Facilities Important

"We knew right away that none of our facilities were adequate for campers confined to wheelchairs," Ms. Brokaw said. "One of the biggest mistakes a camp can make is to accept children with disabilities that cannot be dealt with correctly. In the end, the camping experience might not be a good one."

Don Bosco, in fact, was an old government site. Buildings resembled old military barracks. There are steps—no ramps. And narrow door openings could scarcely accommodate wheelchairs.

The CYO sought professional assistance from Harrison/Hempe/McCall, a consulting firm in Ames, Iowa, and the Washington Easter Seal Society. Eventually, Bosco and Cabrini will be modified for wheelchairs, if the consulting firm's site plan is followed.

"We looked for youngsters who were mobile—kids with strong self-help skills, and kids that could relate to other people," Ms. Brokaw said.

When parents indicated they thought their children had these qualities, a more thorough screening was undertaken through a camper profile sheet. Herein another important part of the communications process took form; there was a frank disclosure of the child's difficulty and the opportunity for the camp staff to learn firsthand how to deal with it.

The profile sheet was the basis for the first contact between the camp director, or counselor, or camp nurse and the parents. A telephone call was made to each parent once the youngster had been accepted for camp. The purpose was to foster a climate of understanding the words on paper could not hope to achieve. It was in this personal communications link that efforts were made to alleviate some of the normal apprehensions a parent might experience in dealing with someone for the first time.

"They are probably the most sincere parents I have ever talked with on the phone," Ms. Brokaw said. "They want to make sure the facilities are good; and they want to make sure the staff is able to deal with the problem. They want to visit the site. They want to make sure the child sees the site before the session. They want to make sure they have the opportunity to talk with the director or counselor in advance of the session. And they want to make sure the experience in an integrated situation is a positive one in every way. Other parents do not normally take these precautions or the time."

The move to mainstreaming was not without some subtle resistance. While no one said, "Don't mainstream," it was not uncommon to hear, "I hope you know what you are doing."

Some staff also questioned the wisdom of the decision. They visualized a situation where a large part of their energies would be spent ministering to the handicapped in facilities not equipped for them.

In part, this communications barrier was dissolved by having professional staff attend a four-day workshop offered by the Evergreen Section of the American Camping Association. The principal speaker was Pat Dunham Ellis, consultant with Harrison/Hempe/McCall.

Moreover, in employing new camp staff, the CYO looked for persons with previous camp experience in working with the handicapped. Eventually, some 30 to 40 percent of the staff could say they had some experience before CYO employment.

Faces Cabinmates

The youngster takes on an important part of the communications network when he eventually faces his cabinmates with his disability.

The counselor does not participate in this face-to-face meeting unless it is necessary.

"Most of the time other kids will find out on thier own what the disability is," according to Ms. Brokaw. "Kids are curious enough to ask, 'How come you talk like that or how come you walk like that?' "

The camper has faced this query before. And by now, he has the answer. If this does not work, the counselor may be called upon to smooth out the transition.

While no handicapped child attended the first sessions of the summer, six to eight youngsters were registered for the remainder of the ten sessions. There did not seem to be any problem of attracting campers for the mainstreaming experience.

A brochure published on CYO camps noted, "Mentally and physically handicapped campers are placed each session. In order to make the experience an enjoyable one, special arrangements must be made prior to placement." A story in the *Northwest Progress*, a diocese newspaper, also pointed up mainstreaming. Some eight to ten calls were received each week from parents of the handicapped.

The CYO was prepared to provide some scholarships, ranging from $10 to $90 toward the full one-week tuition of $100. Most of the scholarships were for children from modest income families or where there were extenuating circumstances, such as the previous loss of a parent.

Youngsters could register for any part of the CYO program, including a horse camp. In all they could participate in swimming, rowing, hiking, backpacking, canoeing, overnights, cookouts, nature awareness, crafts, and archery.

"The program was worked for us," Ms. Brokaw said. "In fact, the campers with disabilities probably came to camp better prepared than other campers because their parents were concerned and honest. We knew what to do in particular instances."

In 1976, the Bureau of Education for the Handicapped published a booklet entitled "Involving Impaired, Disabled, and Handicapped Persons." The report noted that impaired, disabled, and handicapped are often used synonymously and interchangeably. A term preferred by most individuals with handicapped conditions is inconvenienced, according to the publication. Most persons with handicaps regard themselves as having to live with the inconvenience.

Section V

Handicapped Campers Also Can Play the Games

John Doolittle
CAMPING MAGAZINE/JUNE 1980

As a result of federal legislation and changing concepts about the growth and development of handicapped children, more is heard about "mainstreaming": placing these children into less restrictive environments so they may learn with other children their own age in a normal school setting. While this concept has received considerable attention in public schools, mainstreaming goes beyond the classroom, extending into vocational and recreational programs as well.

Without a doubt, mainstreaming has precipitated some controversy and many agencies have found themselves ill-equipped to cope with the special needs of disabled persons. Changes in architecture as well as management have been required to accommodate these persons. There are some who argue that entire programs will eventually become watered down when standards are lowered to meet the ability levels of a few handicapped persons involved in the program. While this could happen, it need not.

Camps are a case in point. Considering the wide range of activities that most camps make available to campers, it seems as though there would be things that handicapped campers could participate in that would require little, if any, modification. There appears to be little reason why camps cannot maintain their high standards while providing a variety of activities that can be challenging to all campers, including those who are handicapped. Often the ability and determination of handicapped youngsters is underestimated.

It is unlikely that camp offices will be flooded with applications from persons who are severely disabled, because factors such as location, topography, weather, cost, facilities, or special interests can discourage some handicapped persons from considering certain camps. It is unlikely, for example, that a young person who cannot walk would choose to attend a camp that features rugged outdoor activities. There is, however, the possibility of some handicapped persons attending certain camps that have traditionally served able-bodied campers. As these pioneers find enjoyment and success, others are apt to join their ranks. Once these campers are settled into camp, the program staff will be faced with the classic problem associated with mainstreaming: how to integrate these young people with the other campers in traditional camp activities. Although the suggestions which follow will address only one aspect of typical camp programming, games and similar motor activity, the guidelines may help in planning other camp activities as well.

Guidelines for Integrating

Because of the wide range of abilities, or disabilities, among children diagnosed as having similar physical, sensory, emotional, or intellectual problems, it is unwise to take a cookbook approach to planning games and activities for the handicapped. One cannot provide lists of activities specifically for the cerebral palsied, or the mentally retarded, or for amputees. However, some guidelines can be provided that may help program staff to integrate disabled campers with other campers.

First consider some factors that can influence the camp staff's relations with the new handicapped camper:

1. Those campers who have been disabled for a period of time have already developed adaptations that allow them to participate in certain physical activities. Allow these campers to proceed at their own degree of involvement until it is noticed that they are having difficulty; then suggest possible alternatives that can help them. In most instances, these modifications should be worked out jointly between the counselor and the camper.
2. Disabled campers may be a bit fearful of new experiences; therefore, first get them involved in activities that are familiar to them. This will give them time to gain confidence in themselves, the staff, and their fellow campers. The hesitant camper may be happy watching or serving as an official until he/she feels ready to become more actively involved. If they seem to hang back, keep in mind that these campers must often work twice as hard to achieve the same level of success as their peers.
3. Modifications of games should focus on the camper's abilities rather than his disabilities. As the camper's level of skill improves, early adaptations may be modified or even discarded.
4. Modifications of game rules should not be discouraged as long as they reflect the needs and desires of the participants.
5. Finally, when modifying a game for a disabled camper, try not to change it to such a degree that the other participants feel it is no longer a game that they had intended to play. This only calls attention to the disabled camper as being special rather than being another player.

Now consider some specific ways to accommodate disabled campers in games with more able children:

1. Reduce the range of the game by shortening the playing time, the distance that the ball or other objects of play will travel, and the distance that must be traveled by the participants. This can be accomplished in several ways:
   - —Reduce the size of the play area by playing on only half a basketball court, or by using the width of a football, soccer, or hockey field as the length of your area of play. Also, the distance to bases and goals can be decreased.
   - —Lower the net in net games or the hoop in basketball.
   - —Increase the number of players on the team so each player has less area to be responsible for.
   - —Have them play net games through a hoop that is suspended from the ceiling or mounted on a stand, since this narrows the playing area and often neutralizes smash shots.
   - —Use soft, lightweight balls that will not travel as far

John Doolittle is an associate professor at The Pennsylvania State University. He has worked with the Pennsylvania Easter Seal Camps for ten years.

when hit, kicked, punched, or thrown. To accomplish this, decrease the air pressure in the ball or use Wiffleballs, Nerfballs, and Fleeceballs that have a limited range.
- —Attach a cord (tether) to a ball to limit the distance that it will travel. One very challenging game that requires a minimum of movement is tetherball played with a tennis ball attached to a cord that is hit with racketball rackets.
- —Introduce changes in the rules or in the playing techniques that will reduce the amount of force that players can use on the ball or other equipment. Players could, for example, be limited to one step before kicking the ball or could be required to punch the ball with their fists rather than kicking it.
- —Reduce the time periods of the game or the number of points that are needed to complete a game.

2. Another way to accommodate less able campers is to give the players equipment that can be handled with relative ease. Easy-to-manage equipment like the following can make play possible for a camper who is missing an arm, or one who is a hemiplegic or quadraplegic:
   - —Lightweight plastic bats, balls, rackets, and frisbees can usually be manipulated with one hand.
   - —Large, partially-inflated beachballs are effective with youngsters who have motor or visual difficulties. These balls are easy to grasp and hold in two hands because of their size and softness.
   - —Soft Fleeceballs or yarnballs can often be gripped by persons with cerebral palsy or hemiplagia because their fingers sink into the ball. Because these balls do not travel far when hit, they are good for rainy-day indoor games.
   - —Equipment fitted with special handles, such as a bowling ball with a spring-loaded retractable handle, will make participation simpler for some campers. Rackets, fishing poles, and similar equipment can even be strapped or taped to a camper's hand if necessary.
3. The handicapped camper can be aided further if the speed of the game is reduced. There are a number of ways to do this:
   - —Use large, lightweight balls that move at a slower rate of speed than smaller, firmer balls. A large beachball, for example, will move more slowly than a volleyball. A large plastic garbage bag filled with balloons makes a good slow-motion volleyball
   - —Decrease the air pressure in a ball so it will move more slowly. This is a good practice when using balls indoors because it also reduces the rebounding effect.
   - —Play soccer or hockey-type games on grassy playing fields so that the tall grass will slow the ball's movement.
   - —Introduce into the rules or the playing techniques changes that will reduce the speed of the participants or the ball. For example, players could be required to walk or skip rather than run and could be told to throw using an underhand delivery. A camper with movement problems might have a chance for a single if the ball is rolled to first base or thrown to several other players before being thrown to first base.
4. One more way to help the less able-bodied camper in the group is to use special devices that will do one or more of the following: stabilize the participant, or the equipment used to play; increase the reach of the participant, align the participant with the target, goal, or boundaries; or impart some force or momentum into the equipment used to play. Examples of these devices are:
   - —A photographer's tripod or a sling suspended from the branch of a tree can serve as a cradle or support rifles or crossbows. Use of the crossbow instead of a bow allows the weakened or neurologically impaired camper to participate in archery.
   - —Special sleeves or terminals that can slip over the stump of an amputated hand or attached to a prosthesis can help with gripping, supporting, releasing, or activating equipment used in the game.
   - —Spring-loaded pool cues will allow the amputee or the hemiplegic camper to shoot pool.
   - —Special pushers or chutes allow a camper in a wheelchair to bowl. These, along with the special pool cues and bowling balls, can be purchased from several sporting goods companies.
   - —A batting tee can support the ball for a handicapped baseball player.
   - —Portable, lightweight guide rails can assist blind bowlers. These can be folded to fit into a car or van and can be set up quickly in bowling lanes. Guide ropes can also direct blind campers to targets and goals or align them in races.
   - —Sound devices behind goals, in balls, or at the end of a swimming pool can assist blind campers in playing games.
   - —Different floor or ground textures can be useful to mark boundaries for blind campers. Mats placed end to end, ropes, paths, and grass all provide the campers with direction and a sense of the limits of the playing area by changing the kind of surface they feel underfoot.
5. One final suggestion recognizes the fact that disabled campers will often tire more rapidly than other campers because of their low tolerance for exertion. A breather can be provided for these campers in several ways:
   - —Encourage free substitution so participants are constantly moving in and out of the game.
   - —Rotate players from active playing positions to less active positions in the game.
   - —Call time-outs frequently to discuss rules or team strategy.
   - —Provide quiet table games on the sidelines that are similar to the game being played on the field. While the campers are resting, they can continue their game on the table. Possibilities include games such as Nok Hockey, Box Soccer, Skittles, darts, or any of the electric or electronic games that are available today.

Getting handicapped campers into games and traditional camping activities presents quite a challenge to counselors and staff. Since the camper may be in camp only for a short time, signs of success may be slow. Although the slow rate of progress may discourage the counselors, the effort is worthwhile for the camper's sake. Little by little, the youngster may develop greater independence as well as broaden his or her range of recreational interests and skills. Because of its potential for teaching these things, camping is a desirable experience for all persons, whether able-bodied or handicapped.

Section V

Blind Teens 'Touch' Hawaii via Travel Camp

Norman Kaplan and Rob Eskridge

CAMPING MAGAZINE/MARCH 1977

Camping means meeting people, having fun with them, and learning at the same time. That's how we run our summer camp, and that's the way we approach travel camping, too.

At the Foundation for the Junior Blind in Los Angeles, we take 100 to 125 blind teenagers travel camping each Easter vacation. We have panned for gold in California's Gold Rush country, travelled to our state capitol, Catalina Island, the San Francisco Bay area, and attended a reception in our honor at the White House in Washington, D.C.

We have studied early California history along the routes of General Fremont and the Mission trails; we have piloted an armada of eleven houseboats on the Sacramento River, and a flotilla of rubber rafts down white water rapids of the Colorado River through the Grand Canyon. And we have camped in the Santa Cruz Mountains, the thorn jungles of Mexico, and on an Arizona Indian Reservation.

Experiences for the Curious

These trips have provided opportunties for our curious youngsters to talk with a gold miner about his claim, and to native Americans who live on a reservation; they have explored Chinatown accompanying Chinatown residents on a walking tour of their neighborhood, chatted with the owner of a small restaurant in a rural town, met prisoners in a county jail, and listened to a farmer explain how he would decide whether to plant potatoes or cotton the following season.

Meeting these people and joining them in fun, makes travel camping an exciting learning and growing experience and helps us to achieve our goals of recreation and social development for the blind youngsters that we serve. Recreational activities differ greatly from one area to another, so learning these regional activities as we travel helps to build skills. But because we learn them from folks who live in those areas, social development gets emphasis, too.

Our trip to Hawaii this past Easter was no exception. Sixty of our blind youngsters had the chance to meet, play with and learn from a lot of wonderful residents of the 50th state, young and old alike.

Answers For Campers

College students from the University of Hawaii volunteered to be counselors for the group. Our campers asked questions, and got answers on topics such as Hawaiian popular music, summer jobs, making sandals, what Hawaiians do on a date in Honolulu, the difference among the other islands, and even how to speak "pigeon English."

Several surfing clubs shared their "kokua" by teaching surfing to our group—from paddling old ten-foot "tank" surfboards to using "paipo" boards and surfing on modern "shorties." Within an hour, they had our blind teens surfing —on surfboards.

Hawaiian craft instructors spent two days at an ACA camp in Kailua (Camp Kailani, directed by Paul Lidbeck) teaching crafts and Hawaiian folklore. Our youngsters learned to make "nose flutes," how to hula, and techniques for weaving palm tree fronds into hats, slippers, and grass skirts. And everyone got to try husking and opening a coconut, grating the meat from inside the shell, then cooking it into delicious coconut candy.

Governor Ariyoshi met our group at the State Capitol, and Mrs. Ariyoshi conducted an hour-long "touching" tour of Washington Place, the official residence. State Senator Yee arranged tours of the State Legislature, and read a resolution welcoming us to the Islands.

Beach boys from one of the big hotels taught our blind teens how to paddle an outrigger canoe through the breaking waves at Waikiki Beach, and an outrigger club in Kailua let the youngsters use their canoes in one of the saltwater lagoons near the camp.

And instead of buying souvenirs at expensive tourist shops, we were able to attend the Kamp Swap meet and bargain with Hawaiian wholesalers for puka shells and grass skirts to bring home.

Senior Citizens Help, Too

The Waimanalo Senior Citizens brought their ukeleles and drums to perform a concert of traditional Hawaiian music for us. And hundreds of other new friends demonstrated Hawaiian quilting taught the proper way to climb a coconut palm, narrated "touching" tours of historical buildings, arranged a breathtaking swim right up to powerful Waimea Falls, told old Hawaiian legends and went out of their way to make the trip unforgettable.

We were fortunate that an anonymous donor paid for the transportation, and that many Hawaiian friends were able to get so many courtesies and donations on our behalf.

In just ten days, our group of blind teens, who frequently aren't even allowed to join P.E. classes at the schools, quickly learned the Hawaiian way of life, and gained a great deal of confidence in their own recreational and social abilities.

Trips like this one are the times that convince us to keep travel camping a permanent part of our program because they let our blind youngsters learn firsthand how to become an active part of our very sighted world.

Mr. Kaplan is the founder and executive director of the Foundation for the Junior Blind, Los Angeles, and director of Camp Brookfield, the agency's summer camp in Malibu.

Mr. Eskridge was associate director of the camp, a member of the Foundation's advisory board, and has been program coordinator for many of the organization's travel camps.

Section V

Planning the Hawaiian Trip

Our "Project Aloha," a ten-day dream come true, began with warm invitations from many Hawaiians who have been counselors at our summer camp in California. The trip was a rousing success because of the wonderful "Aloha spirit" that greeted us in Hawaii and because of the following guidelines that we have developed throughout twenty five years of travel camping:

Organization—We make definite assignments of campers to counselors, just like at summer camp, and take double headcounts every time buses are boarded. Using these methods in tandem is the only way we insure against leaving or losing someone enroute.

Staff—Our volunteer counselors understand ahead of time that their role is safety and fun for the campers; and they know that camper-committed volunters have more fun themselves when they are helping youngsters to explore new areas and activities.

Plans—We make definite plans ahead of time for meals, travel, bathroom stops, snacks, rest, lodging and appropriate clothing for the campers. On this trip, we stayed at the camp in Kailua for a few days, then at the Hawaii School for Deaf and Blind near Diamond Head. We ate simple cold breakfasts, made sandwiches for lunch, and were hosted for dinner by Honolulu service clubs, restaurants, and fast food take-outs.

Although we normally drive our own buses, the drive from Los Angeles to Hawaii is a wet one, so our transportation on Oahu was donated, too, and friends volunteered their cars for the quick trips to the grocery and pharmacy that always are necessary.

In the past, we have slept on the floor in high school gymnasiums, in an old Indian trading post, at state parks and city campgrounds, in boats and on buses and even in a convent. When we plan ahead of time for all of these essentials, with a well-thought-out itinerary, our travel camps run very smoothly.

Flexibility—Regardless of the above, we're the first ones to deviate from our plans if something exciting comes up. Without spur-of-the-moment flexibility, our youngsters never would have boarded a stern-wheeler riverboat, climbed through underground caverns, driven a tractor and picked string beans, danced in a grove of giant Redwoods, or learned to eat Chinese food with chopsticks.

Program—The uniqueness of an area always makes for the best program. We have found that a little research and contact with local service clubs and the Chamber of Commerce provide valuable leads for fun activities. Frequently, asking the right questions has made the difference between a vacation and rich cultural experience.

Standards—Many ACA facilities standards for summer camps must be met in other ways on the road. Gas stations rarely have bathroom facilities for 100 youngsters and their staff. So we insure sanitation with a periodic cleaning on our own. Three-foot spacing between bunks would have been paradise when we were crowded in our sleeping bags on the floor of an old trading post, but sleeping head-to-foot helped to keep colds from spreading. A daily shower usually is impossible, but chances for a swim in a river or a stop to clean up at a school gym are more frequent. Hand-washing facilities are always near, though sometimes our younger campers must be reminded to use them.

In short, we begin our travel camps with a good plan, then improve it as we go.

Section V

A Rationale for Leisure Skill Assessment with Handicapped Adults

Nancy Navar

THERAPEUTIC RECREATION JOURNAL/FOURTH QUARTER 1980

As therapeutic recreators become more actively concerned with issues such as accountability and quality assurance, and as accreditation standards (i.e., JCAH, CARF, and others) become more refined, the topic of assessment becomes a more critical concern in the field. Assessment is seen as a means to improve the quality of therapeutic recreation services to clients and to effectively individualize therapeutic recreation program planning for a particular client. The choice or development of an assessment instrument will continue to be one aspect of the therapeutic recreation professional's responsibility.

A multitude of assessment instruments and methods exists among the allied health professions. Few, however, are specifically designed for therapeutic recreation services. Although therapeutic recreation assessments are increasing in quantity, quality, and availability, therapeutic recreation assessments are often chosen without adequate preliminary thought or consideration. The therapeutic recreator must understand the conceptual framework upon which a particular assessment procedure is founded in order to assure that a chosen procedure is appropriate for a particular program or client group.

Very often the therapeutic recreator is faced with the development or adaptation of an existing assessment instru-

Nancy Navar is an Assistant Professor for the Department of Leisure Studies at the University of Illinois, Champaign, Illinois.

ment. A conceptual or theoretical foundation is necessary for either the development of a therapeutic recreation assessment instrument or for the appropriate, effective adaptation of an existing assessment procedure. Without such a conceptual or theoretical understanding, the assessment process may become ineffective, inappropriate, or at best, reduced to the technical (not professional) level of implementation. This article focuses on an illustration of a conceptual framework for therapeutic recreation assessment.

Foundation for Assessment

An understanding of the purpose of both agency and therapeutic recreation programs is necessary before a conceptual framework for therapeutic recreation assessment can be chosen. If the primary purpose of therapeutic recreation in an agency is to improve the functional abilities of clients (i.e., cognitive, affective, social, and physical functioning), then the therapeutic recreation assessment must be designed to assess one or more of these functional areas in relation to the client's leisure ability or future leisure lifestyle. Very often, the purpose of the therapeutic recreation services within an agency are focused more heavily on leisure education. A leisure education content model developed by Gunn and Peterson (1978) includes four components: leisure value and attitude awareness and development, social interaction skills, leisure resources, and leisure skill development. If a model such as this is being used in a particular therapeutic recreation program, then assessment procedures need to be developed for each of the four leisure education components. When relating the therapeutic recreation program purpose to the issue of assessment, it is logical to assume that the purpose and rationale of an assessment process are congruent with the purpose and rationale of the therapeutic recreation program.

Other considerations are also prerequisite to developing a rationale for a particular therapeutic recreation (TR) assessment. Client characteristics have direct implications for the content and method of assessment. The residential center for school-age educable mentally retarded clients and the extended care facility whose average resident is a non-ambulatory, seventy-six-year-old female may both be concerned with leisure skill assessment or programming for improved social interaction. Yet, it is obvious that the age differences, different physical abilities and diverse client interests are quite distinct for each agency. When the therapeutic recreator chooses, develops or adapts an assessment process for either group of clients, the conceptualization of that assessment process needs to be geared toward that particular client group.

Staff resources are another preliminary consideration in the choice or development of an assessment process. The state psychiatric facility with a client:staff ratio of 100:1 (including part-time staff and possibly volunteers) needs a different type of TR assessment than the partial hospitalization program that may have one or two TR professionals for each fifteen to twenty clients. Staff qualifications, staff communication and counseling skills, staff responsibilities and scheduling patterns all influence the choice of a therapeutic recreation assessment procedure. The quality of the assessment, the time available for assessment and the specific reasons for the therapeutic recreation assessment vary among agencies.

Developing a Rationale for Assessment

After the therapeutic recreation professional considers the agency and therapeutic recreation program purposes, the client characteristics and the staff resources available, the rationale for a therapeutic recreation assessment can be determined. The remainder of this paper focuses on how such a rationale was developed. The specific procedures focus on a leisure skill assessment process.

A comprehensive leisure education assessment implies that the assessment process consider each of the four components of the leisure education content model: leisure skill development, social interaction skills, leisure value and attitude awareness, and development and leisure resources (Gunn and Peterson 1978). Any single assessment instrument may provide information on only one aspect of the total leisure education model. Other sources of information (i.e., subjective and objective information sources) may be necessary to complement a specific leisure assessment instrument. Yet the choice of the actual assessment instrument provides the foundation for the type of client information that is sought. If the ultimate purpose of therapeutic recreation is to facilitate the responsible independent leisure functioning of clients, then therapeutic recreators must choose an assessment instrument that delivers useful information related to the ultimate leisure abilities of the clients.

It is generally accepted that leisure activity skills facilitate responsible independent leisure functioning. Therapeutic recreators also recognize that leisure activity skills alone are insufficient to assure true leisureability. Leisure values, social interaction concerns and the utilization of leisure resources are also recognized as contributors toward a client's leisure lifestyle. Yet the predominance of leisure activity skills continues to be exemplified by the attention given to them in therapeutic recreation programs throughout the country.

Is there a way that the therapeutic recreator can assess clients' leisure activity skills so that client needs may be determined and the therapeutic recreation programs can be designed to help improve the leisure functioning of clients? Hundreds of leisure activities are available to our clients during their agency stay or post-discharge. It may be a simple task to develop an activity checklist and have the client indicate leisure activity strengths, weaknesses or interests. However, the simple type of assessment can also be quite futile for many reasons. Clients may have had minimal exposure to leisure activities and, therefore, display very few leisure activity strengths. In this case, the therapeutic recreator is left with assessment information that provides little or no program direction. In addition, a client may have many leisure activity skills or interests that are inappropriate to the client's present or future leisure lifestyle. Such a client may have several leisure activity skills (i.e., many team sport skills and interests), yet lack variety in activity skills. A third example of an ineffective use of an activity checklist assessment is found in the situation where clients may have leisure skills that are no longer used. If a client has the skills to play softball but chooses not to participate in softball outside the agency, the particular leisure skill does not presently contribute to the leisure ability of the client.

What is needed is a conceptual framework for assessing leisure activity skills. The Leisure Services Department of State Technical Institute and Rehabilitation Center of Plainwell, Michigan, has developed a TR assessment (STILAP) based on leisure competencies (Navar and Clancy 1979). These leisure competencies provide a conceptual framework within which an adult client's leisure activity skills or participation patterns are assessed. Although this leisure activity skill assessment instrument utilizes an activity checklist, the checklist is designed to provide both the client and the therapeutic recreator with meaningful, organized information that can be used in determining TR program direction. STILAP obtains information on the leisure participation patterns of adult clients and attempts to discriminate between those leisure skills that are used often, those leisure skills that are rarely practiced and those leisure activity skills in which the client has an interest in acquiring more knowledge or expertise. This aspect of STILAP is comparable to many other TR leisure assessments. The major difference between a

simple activity inventory and STILAP is the theoretical foundation for determining activity skills and leisure participation patterns.

The fourteen leisure competency statements that are used in STILAP were derived from an investigation of the leisure lifestyles of non-handicapped individuals. Questions such as the following were asked: "What do adults do in their leisure?" "What activity skill areas provide the 'average' adult with sufficient 'ammunition' to use his or her leisure responsibly?" The underlying premise is that if an adult has a minimal or moderate skill level and participation pattern in the derived fourteen competency areas, there is a high probability that he or she has the activity "tools" to use leisure responsibly. STILAP does not claim that every person must participate in all fourteen leisure competency areas. At the heart of leisure, therefore, leisure assessment is the belief that individuals can do what they want to do with their leisure. However, individuals do need a leisure skill repertoire that can facilitate responsible and satisfying leisure experiences. The fourteen competency areas provide concrete guidelines for further leisure skill development or for developing further pursued leisure participation patterns.

These leisure competencies provide the therapeutic recreator with a theoretical foundation for assessment. As a client's leisure activity skill profile is developed through the assessment instrument, both staff and client gain insight into client strengths, weaknesses, interests and ultimately direction for client program involvement.

Each leisure competency statement is explained and illustrated to assist the reader in formulating his or her own conceptual framework for leisure assessment.

1. *Physical skill that can be done alone.* Many people value their "alone time" as a rewarding, peaceful or pleasant part of a day. Others dread or fear solitude and either avoid such a situation or experience it with emotions that are less than pleasant. Either outlook reaffirms the fact that many people in today's society do spend time alone. Whether or not this solitude is considered to be leisure is individually determined. Many ill or disabled persons spend a disproportionate amount of time alone. It is logical to expect that if a person has a skill which can be utilized when no other persons are present, that person is better prepared to both handle or enjoy their time alone. Physical activity is documented as being beneficial to both emotional and physical health and well-being. Many people naively presume that physical leisure activities require other persons. Several leisure activities can be performed by one person, i.e., jogging, exercising, yoga, billiards, relaxation techniques and so on. Often times through choice or necessity adults participate in solitary physical leisure activities.
2. *Physical skill that he or she can participate in with others regardless of skill level.* Many social physical activities (i.e., dual or team sports) contribute both to clients' social development as well as physical well-being or fitness. However, social development is often frustrated or encumbered by participants or competitors who are unevenly matched. It is extremely difficult for a beginning tennis player or racquetball player to enjoy competing against an expert in the sports. On the other hand, bowlers, swimmers or skiers of unequal ability can readily enjoy participating together. Since many physical social leisure activities are readily available to adults, it is beneficial to the therapeutic recreator and to the client to assess the client's leisure participation pattern and interest in physical activities where skill level is relatively unimportant.
3. *Physical skill that requires the participation of one or more others.* Many common adult activities do require more than one participant. Today's society is experiencing an increased focus on lifetime sports and carryover activities that require others. In addition, improved social interaction is a common therapeutic recreation goal area that can be facilitated through client involvement in leisure activities that require involvement by others. Inherent in activities such as tennis, badminton, table tennis or horseshoes is the opportunity for interaction with one or more others.
4. *Activity dependent on some aspect of the outdoor environment.* The ecological and environmental concerns of the 1980's are brought to focus frequently in the media, in schools and throughout many aspects of daily life. People do not care for or protect things that they do not value. Outdoor leisure activities provide enjoyable reasons for valuing the environment. In addition, health or economic concerns often provide reasons for clients to utilize the out-of-doors. The out-of-doors provides a relatively inexpensive leisure environment for activities such as walking, gardening, bird watching, hiking or camping.
5. *Physical skill not considered seasonal.* Although geographic differences occur throughout the United States, any geographic region has normal or customary seasonal activities. Many people who are very active in the summer months fail to enjoy a winter or rainy season. The "cabin fever" occurring in snowed-in regions or the "dog days" of the summer are examples of many unpleasant reactions to weather and climate. Many adults have a variety of leisure skills that upon close examination are seasonally limited. If a person is to be physically active throughout the entire year, non-seasonal activities can be pursued. Roller skating, shuffleboard, auto mechanics, hiking and swimming are examples of leisure activities with a high probability of seasonal independence.
6. *Physical skill with carry over opportunity for later years.* "Later years" is often individually defined depending on one's age and life perspective. A forty-year-old paraplegic may consider "later years" to be age 55 or 60, while an eighteen-year-old EMR client may have the foresight and interest to plan for the "later years" of age 25. Either description implies an anticipated change in future leisure lifestyle. While there are senior citizens that play softball at age seventy-two, they are the exception. More typical for older adults are non-team sport activities such as swimming, golf, and walking. "Later years" implies either social or physical considerations that influence one's leisure choices. In order to prepare a client for a future leisure lifestyle that may be different from their youthful leisure participation patterns, it is important to obtain an assessment of the client's leisure competency in this area.
7. *Physical skill with carry over opportunity that is vigorous enough for cardiovascular fitness.* Again, cardiovascular fitness can be individually defined based on an individual's age, state of fitness and physical abilities or limitations. A quadriplegic may choose to participate in individual exercises or swimming to maintain or improve their cardiovascular fitness. The nineteen-year-old emotionally impaired, able-bodied client obviously has different cardiovascular capacities. Jogging, racquetball or bicycling may be of more interest or more feasible to a particular client. Whatever level of cardiovascular fitness is of concern, it is generally accepted that leisure activities can contribute in this area. For this reason, it is important to assess whether a client has a leisure competency that has both carry over value and is vigorous enough for their personally defined level of cardiovascular fitness.
8. *Mental skill participated in alone.* So far, the leisure competencies under discussion have primarily referred to

the variety of physical leisure competencies of adults. Cognitive leisure involvement is also a very common type of leisure pursuit. The unlimited opportunities to enjoy the use of the mind are frequently overlooked in traditional recreation programming. Thinking, analyzing, creating or synthesizing are all cognitive experiences enjoyed by adults. Mental leisure activities such as solitaire, reading, writing poetry, or drawing blue print plans can provide satisfying leisure experiences. The presence of an illness or handicapping condition does not negate the frequent leisure interests in solitary mental pursuits.

9. *Mental skill requiring one or more others.* The previously mentioned social concerns of the therapeutic recreator apply to cognitive oriented leisure experiences. Cards, table games, a current event discussion group or chess are examples of leisure activities that would indicate whether or not a client has a competency, leisure participation pattern or interest in pursuing social activities that are predominantly mental.
10. *Appreciation skill or interest area which allows for emotional or mental stimulation through observation or passive response.* The intent of this competency is to determine if the individual has an interest or developed skill in spectating. Spectating implies a range of activities from concerts, theater, and art appreciation to watching sporting events. The traditional categorization of recreation activities into active and passive does little toward lending either credibility or sanction to spectating and appreciation skills. Rather than lecturing that clients should be more active in their leisure pursuits, it is often in the client's and therapeutic recreator's best interest to simply assess whether a client has such an appreciation skill. It is often less insulting to a client to acknowledge an active leisure participation pattern in an appreciation skill area than it would be to say that a client is too passive. On the other hand, many clients do lack the ability or interest to actively enjoy a spectating or passive leisure activity. In this case, an assessment of competency in the appreciation skill area lends rationale for both pursuing such an interest or developing such a skill.
11. *Skill which enables the creative construction or self-expression through object manipulation, sound or visual media.* The human need for self-expression is well documented. Leisure experiences are often presented as an enjoyable and feasible means for self-expression. When a client engages in such activities as photography, playing the guitar, painting, crafts, or "souping up" a car engine, he or she is demonstrating leisure involvement through creative construction or self-expressive media.
12. *Skill which enables the enjoyment or improvement of the home environment.* If either client or staff think about a rainy, gloomy Saturday afternoon without a car, no money and no friends available, the resulting facial expression is usually less than pleasant. "What will I do?" is a probable question that arises from such an image. It is very important that adults be able to not only survive time at home, but enjoy such opportunities. Also, the family member may look to leisure experiences at home for social, economic, health, or mobility reasons. The area of leisure skill development in home and family activities is traditionally overlooked in institutional settings where the focus is often on group recreation activities. A comprehensive therapeutic recreation assessment enables the client and therapeutic recreator to assess both the client's leisure interests and leisure participation pattern in home and family activities.
13. *Physical or mental skill which enables participation in a predominantly social situation.* Much of adult life is spent in social situations. Many of these social situations are centered around leisure activities. Conversely, leisure activities are often used as a means of meeting new people or further developing social relationships. Many of our clients need a repertoire of social leisure activity skills in order to both improve or expand their social horizons or to simply survive in social situations. When assessing a client's leisure activity skills, the therapeutic recreator must be concerned with the client's status in relation to leisure activities that will enable a client to successfully function in a social situation. Bowling, cards, dancing or participation in clubs or community organizations are leisure activities that can focus on social interaction more than the actual activity skill.
14. *Leadership or interpersonal skill which enables community service.* Many clients, because of illness, disability or institutionalization have much practice in receiving assistance or service. Generally, adults often find service to others as a pleasurable or rewarding experience. Adult clients, regardless of disability, often have a need or desire to be useful or provide service to others. Therapeutic recreation professionals frequently acknowledge this leadership desire of clients by enabling the EMR client to assist in scorekeeping or by delegating canteen or equipment responsibilities to clients. Although such instances of clients providing leadership or service may be sound programming, these examples are not acknowledging that leadership can be a leisure activity skill with carry-over value for clients. Depending on the functional level of clients and TR program resources, such activities as lifesaving, cardiopulmonary resuscitation, first aid or leadership of youth groups can be learned by clients as a normal adult activity skill. Other types of programming to help clients acquire leadership skills as a leisure pursuit might include how to function as a committee member or what to expect from a PTA meeting.

By utilizing the preceding leisure competencies as a conceptual framework for leisure activity skill assessment, the therapeutic recreator and client can obtain useful, directional indications for client program involvement. Therapeutic recreation professionals often speak of well-balanced TR programs or well-rounded leisure lifestyles. The fourteen leisure competencies provide guidelines to facilitate such. If an individual acquires or utilizes a leisure activity skill in all or most of the fourteen leisure competency areas, one can assume that the individual has a functional repertoire of leisure activity skills. On the other hand, if a client chooses not to acquire or participate in a mentioned leisure competency area, at least that client is making a leisure decision based on adequate knowledge of the scope of leisure competencies available.

The categorization of leisure activity skills into functional leisure competency areas which parallel "normal" adult leisure patterns provides a rationale for using an activity inventory or checklist as a means of leisure skill assessment. The conceptualization and selection of the fourteen leisure competency areas appears to provide a strong rationale to assist in assessment and programming efforts.

The specific method of implementing a leisure assessment is based on client, staff, program and agency characteristics. The underlying concern is that therapeutic recreators choose, develop or adapt a specific assessment instrument and implementation plan based on a sound conceptual understanding of the total assessment process and a valid theoretical foundation for assessment.

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Programs for Handicapped Campers

Discussion Questions and Resources

Questions

1. What do the terms handicapped, disabled, impaired, and special populations mean? What terms should you avoid using?

2. If a camp has traditionally served only non-disabled or able-bodied persons is it likely that problems will arise with parents, staff, or campers when disabled campers are accepted into the program? What should a camp director do to make a smooth transition to a mainstream program?

3. What are some simple, inexpensive changes or additions camp directors can undertake to make areas and facilities more accessible to the handicapped? What changes should be part of long-range plans? When are changes not feasible?

4. Are there instances when a camp director should not accept a handicapped camper into a camp program? What procedure should be used to screen and accept campers, especially those with special needs?

5. Compare the philosophy, goals, and objectives of a camp for handicapped campers and a camp for able-bodied or normal campers. What similarities can be identified; what differences? Compare camp programs and look for similarities and differences.

Resources

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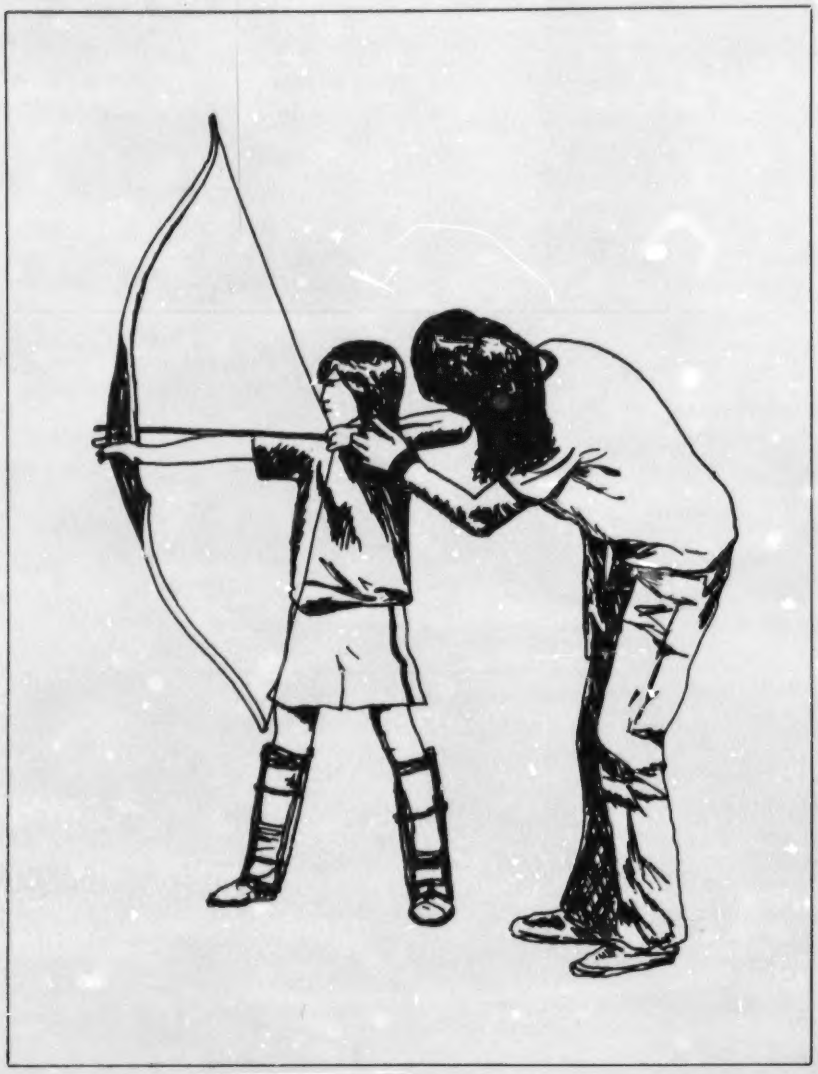
Section VI
A View to the Future



Our society is constantly refocusing and changing, and if an industry, such as camping, is to continue to provide meaningful service, it is necessary to anticipate those changes. Armand B. Ball, Executive Vice President of the ACA and former camp director and YMCA director, has been and continues to be a catalyst for making camp professionals explore future directions of the camping industry. Here, he shares some of his ideas for the future. His analysis and insights will provide the reader with some stimulating ideas for new directions in the future.

QUESTION 1. *What do you believe are some of the significant changes that will take place in organzied camping in the next ten years? How does this compare with the last ten years?*

Ball: "First, I think it would be helpful to focus on some of the issues that have emerged during the last decade and will continue well into the next. They include: 1) further development in off-season use of camp sites, 2) more emphasis in program on holistic life-style, 3) shifting, but continued, focus on special skills and interests in camp programming, 4) more integration of persons with disabilities, 5) continued diversification in campers served i.e., aged, international, handicapped, family campers, 6) increased regulations primarily at the state and local level, 7) increased demand by public for professional competence, and 8) growing concern by consumers for quality experiences and personnel.

"As for the second part of this question, I see four key issues emerging in the decade ahead. First, insuring low income youngsters camping experiences; second, developing effective marketing techniques and strategies; third, adopting new administrative styles, especially in the areas of technology and fund raising; and fourth, addressing society's growing differences by working to restore tolerance and balance."

QUESTION 2. *What kind of growth patterns will camping experience in the near future?*

Ball: "Capital investment and annual income will continue to grow. The growth will be gradual, but steady. However, more camps will go out of business than start up.

"There are two areas where increases will be seen. One is the increase in the number of day camps that will be in operation during the year. Secondly, as one might expect, the number of campers in attendance will increase.

"One final point to be made when discussing growth patterns is the acreage owned by camps. I believe that we will find camps will use more of their existing acreage but will not add as much acreage to their property as in the past. Also, acreage owned by camps will diminish overall."

QUESTION 3. *What role do you believe camping has to play in society's future?*

Ball: "Camping has a very important role to play in our society's future, more so than ever before. I see us making contributions in six areas: 1) providing support services to parents, especially with growing numbers of single-parent families and working parents, 2) developing programs that stress the holistic life-style; 3) emphasizing life-leisure skills; 4) continuing to provide opportunities for youth to be independent and yet experience interdependence; 5) reinforcing traditional value systems; and 6) helping campers to develop tolerance for difference in others, in other words helping them to learn to resolve conflicts."

QUESTION 4. *What roles do you see The American Camping Association playing in the future?*

Ball: "The American Camping Association will continue and expand legislative assistance at the state and national level. A united effort in this area will become more and more important. Another area where ACA will provide assistance is in the development and distribution of materials and informational resources.

"There are several areas where we will be concentrating to expand camping's image and develop a rapport with consumers. There will be continued emphasis on public relations and public information that helps the public understand camping. In addition, there will be continued emphasis, in this era of accountability, on certification of personnel and accreditation of camps. The public is demanding that we be responsive and accountable. To date our professional organization has made significant gains in this area, but we will need to continue to upgrade these programs.

"In conclusion, and an appropriate place to end, is the emphasis on what The American Camping Association can do for each of its members. It brings people together from different geographic areas and with differing philosophies. It acts as a catalyst to discuss and deal with important issues and provides the vehicle to upgrade professional practices. Also, it acts as a stimulus to get people actively involved in their profession—a key to any profession's survival and growth."

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Section VI

Lifestyles of the Future

Jan Ellis
WRITTEN FOR PROJECT STRETCH

Family life is declining, marriages are breaking up, children are running away from home, older people are finding themselves alone, and alternatives in sexual relationships, once unacceptable, are becoming prevalent. Could these occurrences indicate the complete demise of the family, or merely illustrate some of the changes that will affect the family and, therefore, American society in the next few years?

While some who study the future eagerly anticipate the results of these impending changes, others view them as a final threat to civilization.

Most future thinkers agree that by the end of the century, family life will have changed. However, there are a variety of ideas as to what the changes will be and evidence to support many of the ideas. Those professionals who contemplate the future, emphasize repeatedly that there is no way to know what will take place—the best that can be done is to look at current trends in society and create a plausible sequence of events, tracing actions based on those trends.

Changes in Society Affect Lifestyles

Before making any projections, it is necessary to examine present day situations. Just as changes in marriages and families have enormous consequences for society at large, changes in society have great impact on marriages, families, and human sexuality. Advancements in technology, the mass media, and economic patterns have been cited most often as the causes of changes in American lifestyles.

In a *Futurist* magazine article, "The Sexual Revolution," Robert T. Francoeur notes that historically, cyclical patterns of the economy have shaped variations of marriage and sexual values in the United States. A liberal attitude with innovative freedom during times of economic prosperity is usually apparent and with a swing to more conservative, traditional values of marriage and sexual behavior during economic slumps. Francoeur's assumption, however, that as the new lifestyles become more firmly entrenched, there may be a break from this pattern. He notes that the mass media is beginning to play an important role in the process of shaping the "new" culture by publicizing and legitimizing a variety of role models for different interpersonal relationships. "Psychologically, few people can exist as free spirits; they want and need models to guide them. Consequently, (in the midst of change) today's Americans are turning to the mass media in their search for these models, where they are being presented with alternative lifestyles in magazines, movies, and particularly television." These models espouse sexual equality and a sexually open society. He adds, "Television in particular is having an enormous impact, providing an impetus for change, undermining the traditional views, and indicating that a new order is inevitable."

Editor of *Futurist* magazine, Edward Cornish, says that advancing technology is a primary cause of change in the family and human sexuality. "Until very recent times, most human activities took place within the context of the family . . . but the machine offered man a higher standard of living in return for sacrificing his traditional life centered in the home and family."

A Possible Future Outlook

If one chooses to accept a future projected on the basis of these current observations, it would seem certain that family life, as it is now known, will disappear by the year 2000.

Sociologist Jessie Bernard, in projecting future possibilities, states, "The most characteristic aspect of marriage in the future will be precisely the array of options available to different people who want different things from their relationships with other people."

Divorce, even now relatively easy to obtain, is readily accepted as the solution to any unhappiness that might be present in a marriage. According to one calculation based on current statistics, even by 1985 there will be more divorces than marriages in the U.S. A *Newsweek* article, "Children of Divorce," quotes an acknowledged expert who works with divorced families and predicts that three out of four children of divorced families will repeat the pattern . . . and the number of children involved in divorce has tripled in the last twenty years.

If divorce is to become the common practice, then it seems inevitable that various alternatives will replace the traditional nuclear family lifestyle. Already "traditional" family households account for less than one-third of the total households in the U.S. This has implications for children caught in the middle of the transition from normal family life to one of the alternative lifestyles.

Some predict that the tradition of marriage will literally disappear as youth, having personally and intimately witnessed a marriage breakup either of their own parents, or parents of their friends, will reject the practice.

In their book, *The Family and Alternate Lifestyles*, Stinnett and Birdsong say that most people will still choose traditional lifestyles that include marriage, but serial marriages will be the norm, and reconstituted families that bring together children from two or more previous marriages will be most common.

Ellen Dudley in her article, "Rainbows and Realities; Current Trends in Marriage and Its Alternatives" in *Futurist* states that roughly three-quarters of Americans who divorce eventually remarry, suggesting that they prefer to be married if they can find a suitable partner. Remarriages, however, tend to be less stable than first marriages and have a divorce rate of 40 percent, compared to 33 percent for first marriages. A *Time* magazine article, "After Remarriage," notes that the impact of remarriage on a family is second only to the crisis of divorce.

Single-Parent Families Increasing

Many people are choosing not to marry at all or remarry

Ms. Ellis was an assistant editor of Camping Magazine during 1980-81.

after being divorced, thus making more common the alternative of single-parent families. Presently 20 percent of U.S. families are headed by a single parent. This has increased by 50 percent during the last decade alone and will continue to rise along with the divorce rate.

A new single-parent family phenomenon are those headed by single men and women who are being allowed to adopt children. Homosexual couples are beginning to be recognized as legally accepted unions for the purpose of adopting children.

With the absence of a parent of one sex, it has already been noted that children are finding themselves without role models to follow as they begin maturing. As Francoeur pointed out, many of them are turning to media images in their search for models. Media images portrayed on television may be helping them to accept alternatives to traditional marriage and family lifestyles by presenting more single-parent families, open sex, cohabitation of unmarried couples, and divorces in its programming.

In single-parent families headed by a female, the lack of a male role model has been cited as a cause in the increasing population of homosexuals in today's society. In the *Newsweek* article "Children of Divorce," it states that for toddlers between the ages of two and four, the ages when sexual interest runs high, the removal of the parent of the opposite sex is thought to be particularly detrimental to that child's sexual development. Boys are affected more strongly than girls and may begin bullying, thus alienating boys their own age, turning to younger boys and/or little girls for friendship, and learning feminine rather than masculine play patterns.

Vance Packard in *The Sexual Wilderness* predicts that single-parent families will be the cause of even more problems in the future. "It is the one parent, broken homes where a parent has left and there are inadequate parental models that account for much of social distress today; delinquency, deviance, use of dope, and increasing divorce."

Leontine Young in her book, *The Fractured Family*, states, "No society has survived without a system of authority and if generations grow up without a 'consistent structure of discipline' there will be no basis for the kind of social organization that would be a bulwark against chaos." Without strong adult/child relationships, Young fears children will develop into empty, impersonal, and destructive individuals, increasingly violent and ultimately psychotic.

The rising divorce rate and the accompanying trauma that results in children is being observed by many sociologists and youth service workers. In 1978, the National Education Association, the largest teachers' group in the United States, said, "The American family has joined the list of institutions that are no longer able to fulfill their traditional roles in the lives of young people. As a result, the school—not by consent, not by decision, but by default—has been, for an increasing number of children, the only institution that provides for orderly socialization and maturation. Some of the facts they report as evidence of family failure and its impact on children are:

—One out of six children now live in a single-parent household, and 45 percent will do so before they turn 18;
—Of the million marriages that ended in divorce in 1976, "in many cases neither parent wanted custody of the children";
—One million children run away each year, two million qualify as "battered";
—The suicide rate among fifteen to nineteen-year-olds has tripled in less than twenty years;
—One out of nine youths will be arrested before age eighteen.

Cohabitating Unmarried Couples

Between 1970 and 1978, in the college-age population, the number of couples living together, unmarried, rose 800 percent and more than doubled in the overall population. If younger people continue to reject marriage, by the year 2000, this could be the normal "family" situation. With more reliable birth control, periodic abortions, and sterilization, these couples can live together in a childless, carefree lifestyle with none of the financial burdens of children or legal marriage ties. According to Francoeur, this lifestyle has been fostered by media portrayal of such shows as "Three's Company" and "Mork and Mindy." But senior citizens are also cohabitating without marriage.

Birth Rates Decrease—Sex Roles Adapt

As more and more people choose not to get married and remain childless, the birth rate, which dropped 28 percent over the last two decades and is now below the replacement level of 2.1 children per woman, will continue to decline. In such a family-less society, the individual will become the "natural" unit of society.

Women, already affected by the women's movement, will choose to live alone and pursue their careers, shunning the role of homemakers. Men, who will often live alone, will take on the necessary housekeeping chores once performed by women. Sex roles will be less defined than in earlier times.

Homosexual Population Increases

Already mentioned as a possible result of family breakdown is a growing number of homosexuals. With less restraint from a strong family group, and other social groups, the choice will be left strictly to the individual. Already restrictions against employment of gays are being dropped, several religious organizations have adopted supportive attitudes, and states have begun to repeal laws prohibiting "unnatural" sex acts.

The Graying of Society

By the year 2000, senior citizens will become the largest population group. With the declining birth rate and longer life expectancy of the elderly due to improved medical care, the life expectancy increases every year. The declining death rate means a steady expansion of the older population. The Census Bureau has projected that by the year 2030, one in every six Americans will be over age 65, twice as many as today.

A Cyclical Pattern

Some futurists project that since social trends follow a cyclical pattern, by the year 2000, lifestyles would closely resemble those of today and even earlier.

Using the Knodratieff cycle as a basis, Dick Stoken, in an article in *Futurist* magazine, suggests that by the 1990s a conservatism will return. Women will become more willing to assume the "traditional" female roles, the younger generation will be less rebellious and less scornful of marriage and family, drug usage will diminish along with sexual adventurousness.

Marriage and divorce rates, after fluctuating, could even out. The family unit, though not quite as strong as in the past, will remain. Opposition to this view, however, takes into account the changes that have taken place in almost every other aspect of life, and thus make it almost impossible for lifestyles to remain that unchanged.

A Conservative Future

In *The Sexual Wilderness*, Vance Packard suggests that perhaps restraint rather than freedom will be the future

norm, and permissiveness will be replaced by strictness. This view envisions a dramatic reversal of events taking place in society causing lifestyles to become like they were years ago. This could result in society recognizing the breakdown of the family and sexual values and taking action to counteract those trends. Since the average age of Americans is rising, the older generation's conservatism will be the norm. This could bring about a new emphasis on marriage and the families by government and communities. Politicians are already beginning to note the connections between societal problems and the breakdown of the family unit. The first White House Conference on the family was in 1980, and the President openly urged persons who are living together but unmarried to consider marriage. In the future, religious institutions may take a more active role in promoting a more sacred attitude toward marriage, discouraging sex outside of marriage, premarital sex, and divorce. It might be assumed that children would remain at home longer as the home gains strength as the focus of social activity.

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Section VI

Integrating the Third Wave and Camping

Karla A. Henderson and Deborah Bialeschki

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The future does not exist yet. It will be no better than what we can imagine or than what we are determined to make it. In the past year, Alvin Toffler has written a best-seller entitled *The Third Wave*. In this book Toffler imagines a future quite different from what we know today. This future presents some very unique challenges to those of us in organized camping who realize that we can have a part in shaping the future for ourselves and our campers.

As Reidel (1980) has stated so well, "If there is one clear trend today, it is that change is a permanent characteristic of modern life." People concerned about the quality of life which can be provided for children and adults in the camping experience cannot turn away from change or from the future without abdicating responsibility to shape the future. We must move away from the fear of the future or "future shock" toward making alternative futures visible and providing ways in our camps that will help people cope with the future. As Joseph (1974) suggested, we must program away problems and program in change.

If change is to be programmed for, then we must know what kind of questions to ask as we move into new camp programming in the future. We must find ways to see beyond the trends and the countertrends. No one has any magic answers for the future. As Toffler indicates, our attempts to peer into tomorrow, or even our attempts to make sense of today, remain more an art than a science. However, this does not provide an excuse for not expanding our thinking to include planning for the future.

The coming two decades of the '80s and '90s are likely to be more challenging than any we have known. In the *Global 2000 Report* issued by President Carter in 1980, it was evident that serious stresses involving population, resources, and the environment are clearly visible. The report further stated that if present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than our world today. Despite the greater material output, the world's people will be poorer in many ways than they are now.

Although this sounds very gloomy, Toffler says that despair is unwarranted. He believes that many of the same conditions that create today's perils also hold fascinating potentials. Even though the next few years will be difficult, the *Third Wave* will offer a preferable new lifestyle for us all.

As we look to the future, we must do more than simply look at the major trends which have occurred. Toffler suggests there have been too often only two images of the future: 1) the future will be like now and will continue like the present, or 2) there is no future so why worry or plan for it? Both of these notions lead to what Toffler calls a "paralysis of the imagination and will." Both create privitism and passivity. Instead, we must confront the future and determine what the future means to the kinds of institutions that we represent in the camping field.

The grand metaphor, according to Toffler, is the colliding waves of change. This "wave front" analysis is based on the premise that history is a succession of rolling waves of change. Although one might identify a number of waves, Toffler has identified three major waves and bases his thinking on the conflict which results when the waves collide.

Karla A. Henderson is an assistant professor in Recreation and Leisure Education at the University of Wisconsin, Madison.

M. Deborah Bialeschki is a doctoral student in Recreation and Leisure Education at the University of Wisconsin, Madison.

The first wave was based on the agrarian society which existed for thousands of years. The second wave was a result of the industrialization of civilization. The second wave was responsible for splitting up production and consumption. The basic principles of the second wave include standardization, specialization, synchronization, concentration, maximization, and centralization. All of these principles led to efficiency, time consciousness, energy consumption, bigness, growth, and bureaucracy. The end of the second wave has been evidenced by two important happenings: 1) a turning point was reached in the war against nature when it became obvious that the biosphere could not stand what was being done to it, and 2) we can no longer rely on non-renewable resources. The end of cheap energy has signalled the beginning of the third wave.

The third wave is no utopia or antiutopia, but what Toffler refers to as "practopia"—a society that is practical and preferable to the one we had. The third wave is an alternative which is realistically attainable. The third wave focuses on individual differences, the home, innovation, the arts, and a balance with the biosphere. We do not know exactly what the third wave will look like, but it is evident that it will be different from what can be imagined today.

Whether we know it or not, most of us are already engaged in either resisting or creating the new civilization (Toffler). This shift from the second to the third wave presents many dangers which are likely to result in great clashes, economic swings, and violence, but ultimately we will survive. As humanity faces this opportunity to take a giant leap forward, there will be social upheaval as society shifts to a yet unimagined creative structuring. Toffler stated quite directly: "We are either Second Wave people committed to maintaining the dying order, Third Wave people constructing a radically different tomorrow, or a confused, self-canceling mixture of the two." The struggle of today is with those who want to preserve industrial society and those who are ready to advance beyond it. The developments which are occurring today indicate that the third wave will be based on the fusion of the first and second waves into this new third wave.

The changes which are occurring as we move into the third wave are based on interrelated change. The changes are not independent of each other and they are not random. Further, we cannot explore what is happening in any field like organized camping without also looking at other aspects of the society including communities, politics, business, global situations, and cultural implications. Toffler says we are at a new age of synthesis with a return to large-scale thinking, general theory, and the putting of pieces back together again. The superideology has vanished and the old ideas of causality (cause-effect) are being challenged with today's flexibility. Diversity and acceleration will be the keys which must be addressed as we move into the third wave.

Implications

Toffler's suggestions regarding the third wave have some very direct implications to camping in the future. The implications are intended to be objective; however, social forecasts are never as value-free or as scientific as we would wish. Hopefully these will stimulate the thinking of the members of the camping movement.

Toffler suggests that the most basic raw materials of the future will be information and imagination. These are certainly two commodities which the camping movement can provide for both children and adults. In the future, institutions, agencies, and businesses which provide camping opportunities must look at themselves as educators and providers of information that will assist people in both their vocational and avocational development. The third wave will also be symbolized by creativity, innovation, and imagination—all aspects of which camps have prided themselves

during the second wave. The opportunities which are presented to campers to enhance imagination and creativity will be essential for third wave camping. Both information and imagination will be the cornerstones for the other kinds of approaches which will be used in third wave programming in camps.

The philosophies of living in the future will likely center around the notion of oneness, holism, and the "systems theory." Camps have in the past provided a means for children and adults to practice the notion of holistic health through the integration of the mind, body, and soul in the camp experience. This notion of oneness also relates to the ecological approach to preserving the balance of nature, which is also an essential part of the third wave. In addition, many programming approaches have the potential for emphasizing this oneness through synthesizing and integrating the camping experience across the lines of gender, family, age, ability, and cultural difference. It is obvious that many camps have already moved into the third wave with the kinds of programming which is already being done.

Related to this oneness is also the concept of community which Toffler suggests will be an important element of the third wave. The lack of community which the Industrial Age has created has resulted in a great deal of loneliness among individuals and between individuals and institutions. People have not believed in something bigger than themselves. The third wave will provide ways for people to find community, structure, and meaning. The camps of the third wave can also be instrumental in providing the kinds of experiences in the outdoors which will help campers find a sense of meaning and community with others. Camps have offered this as a reason for existence since their beginnings, but the full potential and fruition of this concept will likely be enhanced

in the future as other institutions are also able to reinforce the kinds of experiences the camps have provided all along.

Technology and telecommunications will be the passwords for the third wave. These communications of the future will not create a lack of human contact but will likely free us all to experience life in more meaningful ways. The ability to communicate instantly with people across the world will provide many new options. For camp directors, it may mean the opportunity to be more efficient in camp management to allow more time for other things. If one can use a computer to complete the scheduling for the whole camp in thirty minutes instead of three people working half a day, why not make use of the technology? If campers want to use various kinds of technology and telecommunicative equipment to enhance their experiences, why not let them? The revolution of the use of communication and technology will create a "revolution of the psyche" (Toffler).

The individuality of people will be heightened and technology will offer more diversity in how we learn and how we play. The emphasis of the third wave on individuality and demassification will have a great deal to say in the kinds of programming that we offer to campers. Responding to individual needs and having a variety of programs to offer will be an outcome of the third wave. A camp in Iowa may link into a craft class being conducted in Florida by camp staff who have a particular skill. Toffler suggests we may have "electronic communities" in the future where people can communicate together over computers. Why not have "electronic camps" in the future where campers and staff can develop all kinds of sharing experiences? Technology can offer many opportunities.

The changes which will occur in the family as we move into the third wave will also have a great bearing on the kinds of programming which is done at camp and the kinds of clientele which are served. Toffler suggests that the fracturing of the family which is occurring today is a part of the general crisis of industrialism. The institution of the nuclear family with a breadwinning father, housekeeping mother, and children is rapidly disappearing. Toffler does not suggest that the third wave will be the end of the nuclear family, but he does suggest that the nuclear family can no longer serve as the ideal model for society. He suggests there will be a bewildering array of family forms—communes, homosexual marriages, single-parent families, and many other kinds of living arrangements. Even today, statistics suggest that one out of seven children will be raised by a single parent; in urban areas this number is one out of four. It is likely that no single form of the family will dominate in the future, but people will move through a variety of forms. Another trend will be toward child-free lifestyles where homes will tend to be more adult-centered.

The changes in the family will result in a number of changes in the ways that camps are run. Many camps are turning toward more adult and family kinds of experiences. It will be especially important that the "family" is defined in a very broad sense. In addition, camps can be a place where people can experience group living with a diversity of others and can learn much about "community." Again, this has been a premise upon which camps have been established in the past, but the opportunity will be even greater in the future to offer the variety of experiences.

Related to the family of the future are the gender roles which have been assigned to men and women. It is likely that the equality of the sexes will be an important aspect of the third wave just as individuality is a prime consideration. Part of the upheaval presently occurring in society is a direct result of the move from second wave to third wave thinking and the redefinitions associated with the expectations and behaviors of the gender roles. With the traditional views that a woman's place is in the home, women have never really experienced the second wave, or if they have it has been as consumers only and not as producers. With the movement toward "prosuming," women are getting the opportunity to move into new lifestyles.

Camps can do a great deal in the future to promote the individuality of all campers regardless of gender. The third wave will not define what people can or cannot do based on their sex. Therefore, camps will have to provide opportunities for both boys and girls and men and women to experience their own individuality in whatever directions they can. Camps have provided an opportunity for both boys and girls to experience non-traditional roles in the past, and this will continue to be an important element for camps in the third wave.

The role of work may change quite dramatically in the third wave. Toffler suggests that all societies are going to have to face the idea of unemployment as they move through the third wave. The service sector can no longer absorb the blue collar workers as it has in the past. While the solution is uncertain, it is possible in the future that there will be no distinction between work and leisure. Toffler suggests we will not be talking about work verses leisure, but paid activity verses unpaid activity. This notion of work has also been referred to as "meaningful human activity."

Camps in the future can also provide opportunities which will enable people to utilize their leisure in new and creative ways. Not only will camps have the opportunity of providing leisure services, but camps may be one of the places where people can choose to spend their time. The concept of year-round camping and camping programs for adults may be very evident as an outgrowth of the third wave.

In addition, Toffler suggests very strongly that people will become prosumers as individuals both produce and consume the goods they need. Camps can be one of the prime places where people can learn to be prosumers. It is happening right now in camps where campers learn to be self-sufficient in cooking their own meals, building their own shelters, and creating their own leisure activities. "Prosuming" is not a new concept for camping, but it is a concept that will have a great deal of relevancy for the future. The prosumer ethic suggests that instead of ranking people by what they own (the market ethic), value should be placed on what one does—the ability to do things on one's own is important. Camping will clearly continue to hold this idea as a philosophical foundation for the movement as we move into the future; the idea is very compatible with third wave thinking.

Our notions about education will also go through many changes in the future. This is already evidenced by the emphasis on adult education, continuing education, and community education. Education is likely to be continually broadened in its definitions in the future. More and more we are realizing that education does not have to take place in a classroom or only for grades K-12. The organized camping experience is a valuable opportunity for education to occur in a non-traditional way. Experiential learning and continuing education—areas in which camps have been leaders—will be the exciting elements of the future.

The emphasis on harmony with nature is also an important element of the third wave. Our planet is becoming smaller and the interdependency of the living organisms is becoming more obvious to those who care about the environment and the people within it. The values long associated with camping fit very nicely into the third wave's notion of harmony with nature.

The movement of society into the third wave and the adoption of the premises of the third wave by institutions such as camping organizations will not be without difficulty. The lack of standardization, the demassification of the society, and the emphasis on prosuming will create turmoil as we learn to adjust to the new society. Loneliness will become evident and our society and camping programs must seek ways for people to connect, but still retain their own

individuality. The use of technology and computers can divorce us from human contact or it can free us to have the time to spend with people and to deal with the kinds of human interactions which computers are totally incapable of developing.

The variety of options that will be available may create the most problems. Therefore, one of the things that camps can do is to help campers cope with options and provide the kinds of opportunities for social development and decision-making in a group living situation. Further, camps in the future must view their roles as an important element in the solving of important ecological, racial, sexual, and social problems. Camps must consider themselves as multi-service institutions, not just activity-oriented summer entertainment centers.

The third wave is upon us. We can resist it or we can begin to creatively develop it. We will not see that the third wave has suddenly arrived, but we will see many resulting innovations and collisions occurring in the next few decades. As illustrated in this article, the camping movement is built on many premises of the third wave and could be instrumental in reinforcing the values of the third wave. The decisions that camp administrators and other believers in the camping movement make will create, deflect, divert, and channel change in the future. The movement, the programs, and the institutions that we build must be flexible, adaptable, and open to change. Since camping programs seem to be already following much of Toffler's futuristic thinking, camps can clearly be leading institutions in creating "practopia" in the future.

The responsibility for change lies with each of us. We must examine the alternative futures and then set out to create those that are most desirable. Toffler offers us one model in *The Third Wave*; other alternatives have yet to be voiced. As our actions or inactions of today form the mold for our tomorrows, the challenges set before the camping movement will ultimately be met. The direction and outcomes are our choice.

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Section VI

Preparing for a Changing Future

Cindy Leigh and Burl Hunt

CAMPING MAGAZINE/MARCH 1982

Edward Cornish, editor of *Futurist* magazine, has suggested that it is not our task to ". . . predict exactly what people will do in the future, but rather to help people to understand the possibilities of the future so that a better world can be created."[1] In spite of such advice, predictions do abound. Magazines, newspapers, radio, and television are filled with speculation concerning the conditions that will dominate the coming decade and extend into the turn of the century. Many of the predictions are hopeful and leave us looking eagerly toward ". . . an abundance of all things needed for the good life: food, energy, clean air, and water."[2] Other predictions are dire indeed, and we are filled with dread at the thought of nuclear confrontation, increased energy shortages and rising costs, and social conflagrations due to racial and class tensions.[3] But whatever speculations we choose to attend, it is clear that the future will be a time of rapid change, and it is up to us to make wise decisions that will guide and develop the changes that are certain to occur.

As camp professionals we must be especially aware of the alternative futures that relate to our particular needs and circumstances. Various futurists have suggested that:

—Recycling of resources will increase.
—The cost of energy will rise.
—Our economy will become increasingly industrial-based.
—Food will require a higher percentage of the total family income.
—The percentage of elderly in our society will increase.
—Use of solar energy will increase.
—The work week will be shorter, and there will be increased leisure time.
—Families will be housed in more crowded quarters.
—More people will return to the cities for housing.
—The population will continue to increase.
—Poverty will rise.
—Confidence in public education will decrease.
—Social interaction will decrease.
—Isolation will increase as more people base their work in their homes.
—Relationships between people will become less personal.
—New sources of revenue will reduce property tax.
—More individuals will remain single.
—Concern about ecology and environment will decline as more people move on to new issues.
—The use of marijuana will be legalized.
—An alternative youth services program will offer an option to compulsory military service.
—Distribution of public funds will be done through block grants to states.
—There will be continued emphasis on alleviating problems associated with achieving full socio-political equality.
—Education will be considered a life-long rather than a terminal process.

Dr. Cindy Leigh is assistant director of Forest Acres Camp for Girls in Fryeburg, Maine.

Dr. Burl Hunt is a professor of Educational Media at the University of Mississippi in University, Mississippi.

—There will be a guaranteed annual income.
—Many public-funded services will become pay-as-you-go services.
—Responsibility not assumed by private and public agencies will be assumed by legislative bodies.

Not all of these potential conditions will or even can become realities, for some preclude others, but all are interesting to speculate upon. And as we consider the possibilities of the future, we must ask ourselves how camps and camp leaders can best continue to fulfill the mission they have undertaken: to put individuals in touch with the best parts of themselves; to create conditions which promote the development of quality relationships; and to promote an awareness of the spiritual unification of the human being with life and God.

In his significant book, *The Survival of the Wisest*, Dr. Jonas Salk, director and Fellow of the Salk Institute for Biological Studies in La Jolla, California, calls for man to develop new techniques for the "game of life." Nature, Dr. Salk contends, plays a game in which survival is the reward of the "fittest." Man, he says, must begin to play the game ". . . for what can be given to it and received from it, not for how much can be taken and how little can be given."[4] The concerns of camp directors during the seventies centered predominantly on staff quality and performance of the counseling responsibilities.[5] Finding people who are interested in giving and receiving rather than in taking is not likely to become easier in the future. Still, the futuristic camp professional must focus increasingly on developing in children this sense that living life wisely depends upon self-regulation rather than self-indulgence.

Another significant concern of the seventies was economic survival. If we analyze the various economic predictions previously listed, we become increasingly aware that federal funds may be limited, and camps will be expected to compete for block-grant money at a state level; we recognize the threat to camps as families must allot larger and larger percentages of their incomes to basic survival; we wonder how camps can ever absorb the increasing costs of fuel and food. And yet, we are aware of the increasing need for our services as people return to city life-styles, cope with increasingly crowded living conditions, and feel the oppression of even greater social isolation. Certainly, we are forced to conjecture that as long as camps continue to meet a need not served so well by any other social agencies, they will cope with economic survival and remain victorious.

Population predictions can look ominous to all educators. Children, the largest consumers of our services, are becoming proportionately fewer in our society, as the number of senior citizens increases dramatically. But if education is to be viewed as a "life-long process," then educational services will have more and more appeal for various age-groups. Camps are in a position to appeal to the interests of a wide spectrum of ages, if they so choose. Offering camp sessions for adults, for senior citizens, and for vertical groups with varying ages together in the out-of-doors may help many camps maintain economic survival while increasing their opportunities for service. Using more and more members of the retirement population in varying staff positions may help many camp directors to cope with the difficulty in finding mature staff, while utilizing the ideas and energies of those seniors still able to contribute to our society.

If you, as a camp professional, are to meet the challenge of change, then you must begin now to ask yourself the questions that can help you make wise choices for the future:

1. What kinds of campers are you equipped to serve? Is there a way you can diversify . . . by appealing to additional age-groups . . . by offering sessions for various ages?
2. What are you doing best? Are you conducting systematic follow-ups of your clientele to determine your strengths?
3. Are you directly involved with decision-making at the policy-making level? Do you know what is going on in your state legislature and how it may affect you? Are you active in your regional and national professional organization(s)?
4. What are you doing to help campers cope with changing conditions? Does your program reflect the imaginative and creative aspects of growth as well as the physical and intellectual aspects? Does your camp and your camp personel model an attitude of openness to change and a process of dealing with it in a positive way?
5. Are you increasing the campers' personal awareness of their responsibility for total health: health of body, health of mind, and health of spirit?
6. Are you putting the youngsters (or oldsters) you serve into touch with many different ideas and experiences to insure a "survival kit" for the future?
7. Are you accepting the responsibility of guiding and directing change, by making needed improvements in your camp and its program? Are you prepared not to turn over your responsibility to the legislature, as camp professionals may have done with regard to the Youth Camp Safety Act?
8. Are you educating yourself for the future?

If your answers to the majority of these questions were affirmative, then you are probably moving toward a bright future. If you found yourself repeatedly thinking "no," then you possibly need to redirect your present energies. Whatever your answers, it is time to join with those who recognize that camping faces a future of extraordinary challenge. It is important that we all work individually and as a group to actively shape that future. Together we can bring truth to the prophetic words of William Faulkner in his Nobel Prize acceptance speech: "I decline to accept the end of man. I believe that man will not merely endure, he will prevail."

As camp professionals dedicated to the excellence of a future in which we play an active part, we must commit ourselves to guaranteeing that in the end, those who prevail will be representatives of the finest and wisest ideals upon which the entire camping movement has been built.

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Section VI

The Future of Camping for Special Populations

Dale J. Dean
WRITTEN FOR PROJECT STRETCH

In recent years, there has been an upsurge in awareness concerning handicapped people and an increase in the number of programs and services designed to help the handicapped and other special populations adjust and flourish in our society. Funding for many of these projects has been traditionally provided by the federal government, but a reduction in governmental funding of these programs is inevitable. This article addresses the problems involved with providing services to special populations in the future. It was written from interviews with seven experts involved in the field of special populations.

According to Bill Hillman, consultant for the Office of Special Education and Rehabilitative Services in Washington, D.C., there is going to be a substantial reduction in the amount of federal money provided for these special services, and if these programs are to survive, some unique approaches to programming and alternative methods of funding will be required.

"The private sector (including the field of organized camping) will be requested to render more and better service that may be too demanding in the near future for the resources they have available," Hillman said. "There will be a lot of pressure to deliver services that they have not been requested to provide before."

While service to special populations has significantly increased in recent years, Hillman estimates that only 40 percent of all handicapped children are being served adequately and that 25 percent are not being served at all. Hillman said that in practically all areas of special education and recreation there is a lack of trained personnel. "In recreation there is definitely a gap between needs, demands and services. We need to work as hard as possible to maintain the present level of services, but if we are to do this, there must be increased activity in the private sector and a reassessment of the public sector's role."

Hillman said that there is a need to come up with unique approaches to meeting the needs of special populations that go beyond existing programs. "We need to encourage consumer groups to become activists in this area — they are becoming more so every day." However, he feels that many professionals, out of need for job security, will decrease their involvement in advocacy activities in the future.

"We have made definite progress," Hillman said, "but now we are retreating." Because various states are anticipating a reduction in federal funds, they are already closing down small programs and centers for handicapped people. But strong programs will survive.

Diverse Programming

Ms. Marcia Carter, director of Camp Riley in Indiana, said that programs will need to justify their existence and maintain accountability. "We will need to rely on diverse programming techniques as well as more efficient use of existing facilities." As an example, more than one group will share a facility at one time.

Ms. Carter said that in order for programs to survive, more task analysis of jobs will be required, and there will be a need to retrain personnel and increase supervision. Administrators may find that they will need to help with programming, and programmers may find that they will need to help the camp counselor. Carter also said that programs will have to seek funding on a larger scale from organizations such as corporation foundations and philanthropic organizations. "We can't expect a lot from small donations."

Cooperation Important

ACA President Charles Kujawa thinks that agencies should be encouraged to cooperate with each other. He wants to see continued highlighting of services for special populations in the camping field and hopes to see successfully demonstrated projects reported in the literature. "Whether a program has been serving special populations for twenty-five years or has just started, they are involved in legitimizing this type of work—involving these people in society," Kujawa said. He believes that it is appropriate to get skilled help and expert medical support for special populations.

Kujawa also thinks that there is potential to do more in day camps; "The client goes home each day, but has a good experience outside of the home." Kujawa pointed out that programs do not have to be big in order to be successful; he said that working with groups of six to eight individuals should be considered whenever possible.

Camp directors in general tend to be optimistic about maintaining or increasing services to special populations. Many camps receive little, if any, federal funding at present and do not feel threatened by the budget-cutting activities in Washington, D.C. There is an indirect consequence, however, as Ray Uloth, acting director of Minnesota Outward Bound for the Handicapped, explains. "We receive no public funds, but as public funding of other programs is halted, we will be in competition for private funds with programs which now receive federal and state funds." Still, Uloff remains guardedly confident about maintaining services to the handicapped in the future. He agrees that the next few years will be tough, and many marginal programs will not continue unless more creative fund-raising techniques and increased donations of services, supplies, and personnel can be found.

Looks for Expansion

Gary Robb, director of Bradford Woods in Indiana, is quite confident about the future. "We have been privately financed all along, and I am looking for an expansion in services—not contraction." Robb said that major funding at Bradford Woods has been provided by private service organizations such as United Cerebral Palsey, the American

Dale Dean is the assistant editor of Camping Magazine.

Diabetes Association, and county cancer societies. Robb admits that programs provided through public school systems will definitely change and may need to be condensed. "My feeling is that we have to provide more creative programs, and we need to be able to justify these programs to sell them to the public and the funding organizations."

Concerning areas which need attention by camping professionals, Robb sees a need to make more opportunities available to special populations. He feels that private camps need to do more. "There are a large number of handicapped children who can function quite well in regular summer camps that have not traditionally served handicapped children," he said.

Ms. Mary Ellen Ross, Director of Camping at Camp Merry Heart in New Jersey, agrees with this thought. While her camp is now involved with more severely disabled campers requiring a segregated program, she feels that it would be good to have a program for preparing less handicapped individuals for mainstreaming in regular camps.

While Ms. Ross feels confident that funding—which has come from the federal government's Title I and the summer feeding programs—can be replaced by private contributions, she feels that a more important concern is getting the word out that special programs do exist. She said that even with a major public relations effort and much publicity, many people are not aware of special programs, and that some camper vacancies are never filled.

Stuart Mace, of the National Easter Seal Society, agrees with Kujawa's feelings that different agencies running camps are going to need to cooperate. "Where there are two camps in the same area of a state with half-full programs, there is a need to get together and do one whole job," he said.

Mace also feels that camps serving people with disabilities will need to manage money better and have more realistic camper fees which would pay a higher percentage of costs. He said that as of now, camperships and fees usually cover only half of the total cost of sending a disabled camper to camp, and the rest is provided (or made up) by the agency which operates the camp.

After reviewing what these seven experts had to say, it can be concluded that there is going to be a period of readjustment for camps and other programs serving special populations. Future programs may differ greatly from those existing today. As program funding changes, there is a need for more efficient use of available resources, increased use of volunteer staff, and more cooperation between similar agencies. Perhaps the lessons we learn in the next few years will allow for increased opportunities and better services for special populations in the future.

Section VI

A Look to the Future

Discussion Questions and Resources

Questions

1. In the paper by Ellis, contrasting views of future lifestyles were presented. What problems have already been encountered at camps as a result of altered lifestyles? What are future areas of concern that may affect camp operations because of changes in our society's lifestyles?
2. Communication systems and technological advances are growing and expanding at an astonishing rate. What impact will these changes have on organized camps? Identify positive and negative factors.
3. Design a camp program for the year 2000. How will it differ from current programs?
4. As the year 2000 approaches, what will be the role and mission of the American Camping Association?
5. When looking into the future, what are the most critical areas of concern for camp directors?

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"The little ones leaped, and shouted, and laugh'd.
And all the hills echoed..."

—WILLIAM BLAKE